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ABSTRACT

Resumes of 321 ongoing projects in career education, vocational education, and education and work are provided. (These contract and grant awards are administered by the U.S. Office of Education's Division of Research and Demonstration and Office of Career Education, the National Institute of Education, and the Fund for the Improvement of Postsecondary Education.) The publication is organized into three sections. Section I contains descriptions of the four agencies, names of key personnel, and a list of project officers and their telephone numbers. Section II contains the project resumes and two appendices listing the institutions and teacher educators participating in two personnel development programs (Vocational Education Graduate Leadership Development Programs and Vocational Education Teacher Certification Fellowship Program). Project resumes are grouped by administering agency. Projects administered by the Division of Research and Demonstration are subdivided as follows: Programs of National Significance (Projects of National Significance, Personnel Development, the National Center for Research in Vocational Education, and Curriculum Coordination Centers), Bilingual Vocational Education, and Contract Program for Indian Tribes and Indian Organizations. Each resume includes bibliographic information and an abstract focusing on project objectives and procedures. Section III provides six indices: subject, project director, organization, responsible agency, geographic location (state and U.S. Congressional District), and contract/grant number. Directions for using the report and a sample resume are provided in the introduction. (Author/JH)

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ED174781

PROJECTS IN PROGRESS – FY 1978

A Report for
The Coordinating Committee on Research in Vocational Education

Compiled by

Ruth Gordon
Betty Leeke
Diane Shook

Developed by
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Sponsored by
The Bureau of Occupational and Adult Education
U.S. Office of Education
Under the Authority of the Programs of National Significance

February 1979

CE 022 190

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FUNDING INFORMATION

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Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Executive Director:	Robert E. Taylor
Clearinghouse Director:	Wesley E. Budke
Disclaimer:	This publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.
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ABSTRACT

This compilation presents 321 resumes of ongoing projects in career education, vocational education, and education and work. These contract and grant awards are administered by the U.S. Office of Education's Division of Research and Demonstration (Bureau of Occupational and Adult Education) and Office of Career Education; the National Institute of Education; and the Fund for the Improvement of Postsecondary Education. These agencies form the Coordinating Committee on Research in Vocational Education. The publication is organized in three sections. Section I includes descriptions of the four agencies and key personnel; Section II contains the project resumes and appendixes; and Section III comprises six indexes: subject, project director, organization, responsible agency, geographic location (state and U.S. Congressional District), and contract/grant number. Project resumes are grouped by administering agency. Projects administered by the Division of Research and Demonstration are subdivided as follows: Programs of National Significance (Projects of National Significance, Personnel Development, the National Center for Research in Vocational Education, and Curriculum Coordination Centers), Bilingual Vocational Education, and Contract Program for Indian Tribes and Indian Organizations. Each resume includes bibliographic information and an abstract focusing on project objectives and procedures. Directions for using the report and a sample resume are provided in the Introduction. Appendixes contain lists of institutions and teacher educators participating in the Personnel Development programs.

DESCRIPTORS: Abstracts; Adult Education; Bilingual Education; *Career Education; Contracts; *Curriculum Development; *Demonstration Projects; Educational Research; Elementary Secondary Education; Federal Aid; Grants; Postsecondary Education; Program Descriptions; *Research Projects; Professional Training; Native Americans; *Vocational Education

IDENTIFIER: *Coordinating Committee on Research in Voc Ed

FOREWORD

Educators must be aware of ongoing vocational education research and development projects in order to keep abreast of new exemplary practices and products, to facilitate incorporation of innovations into programs, and to reduce duplication of efforts. The National Center for Research in Vocational Education, through the National Center Clearinghouse, is pleased to assist in disseminating pertinent research and development information by compiling this record of federally administered projects in career education, vocational education, and education and work. The publication provides researchers, program planners, curriculum developers, evaluators, teacher educators, counselors, teachers, and administrators with an easy-to-use compendium of projects in progress.

We wish to thank staff members of the agencies participating in the Coordinating Committee on Research in Vocational Education for supplying and verifying project information. Steve Zwillinger, Education Program Specialist, Division of Research and Demonstration (USOE/BOAE), coordinated the acquisition activities and provided liaison with member agencies.

Recognition is given to Clearinghouse staff for their efforts in compiling this publication: Wesley E. Budke, Clearinghouse Director; Ruth Gordon, Program Associate; Betty Leeke and Diane Shook, Program Assistants; Enid Goodman, Paula Kurth, Laurian Miguel, Shirley Prickett, Lois Ann Sellers, and Joseph Sperry, abstracting, indexing, editing, and proofing; and Marilyn Bussard and Evelyn Kearns, typists.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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INTRODUCTION

Purpose

The purpose of this compilation is to provide information on current projects in career education, vocational education, and education and work. These projects are administered by the Division of Research and Demonstration (Bureau of Occupational and Adult Education) and the Office of Career Education (both agencies are within the U.S. Office of Education); the National Institute of Education; and the Fund for the Improvement of Postsecondary Education.

Procedures

Each agency submitted projects to be included in this publication. The selection criteria established by the Coordinating Committee were:

1. Timeliness: projects are "in progress" as of February 15, 1979 (fiscal year 1978 awards and ongoing projects funded in previous years).
2. Content areas: projects focus on vocational education, career education, or education and work.

All 187 "in-progress" projects in the Division of Research and Demonstration and the 85 in the Office of Career Education are described in this report; only 33 specific "in-progress" projects in the National Institute of Education and 16 in the Fund for the Improvement of Postsecondary Education meet the second criterion and are included.

Procedures required to produce the publication included acquiring and verifying the bibliographic information, preparing abstracts from proposals or proposal abstracts, assigning subject terms, writing introductory materials, and preparing for publication. Guidelines for preparing the project resumes were adopted from the *ERIC Processing Manual,* and subject terms were selected from the *Thesaurus of ERIC Descriptors.* Operations Research, Inc., Information Systems Division, provided photocomposition services.

Using This Report

This publication is organized in three sections. Section I presents descriptions of the four federal agencies, names of key personnel, and a list of project officers and their telephone numbers. Section II contains the project resumes and two appendixes listing the institutions and teacher educators participating in the two Personnel Development programs (Vocational Education Graduate Leadership Development Programs and Vocational Education Teacher Certification Fellowship Program). Section III provides six indexes: subject, project director, organization, responsible agency, geographic location (state and U.S. Congressional District), and contract/grant number.

The project resumes in Section II are grouped by administering agency, arranged alphabetically by state within each group, and assigned sequential accession numbers. Projects administered by the Division of Research and Demonstration are subdivided into three groups: Programs of National Significance, Bilingual Vocational Education, and the Contract Program for Indian Tribes and Indian Organizations. Programs of National Significance are comprised of Projects of National Significance (includes ongoing research and exemplary projects funded prior to FY 1978), Personnel Development, the National Center for Research in Vocational Education, and the Curriculum Coordination Centers. Table 1 shows the number of project resumes within each agency and subgroup.

Table 1

Agency	Number of Project Resumes
DIVISION OF RESEARCH AND DEMONSTRATION	187
Programs of National Significance	
Projects of National Significance	118
Personnel Development	2
National Center for Research in Vocational Education	28
Curriculum Coordination Centers	4
Bilingual Vocational Education	15
Contract Program for Indian Tribes and Indian Organizations	20
OFFICE OF CAREER EDUCATION	85
NATIONAL INSTITUTE OF EDUCATION	33
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION	16
Total	321

The 321 resumes in this compilation reflect major program areas rather than the exact number of currently funded contract and grant awards. For example, resumes for Personnel Development describe two kinds of programs currently being offered, but the projects described are the result of a total of eighty-seven grants to institutions. In contrast, each major task within the contract for the National Center for Research in Vocational Education is described in a separate resume in order to provide more detailed information on the overall scope of work performed under the one contract.

Each resume includes bibliographic information and a summary focusing on project objectives and procedures. The sample resume on page xii provides an explanation of the terms used. For clarification of funding levels and funding periods, the reader should give special attention to the "NOTE" whenever it appears. The total project dollars shown for each project include funds allocated through fiscal year 1978. The start and end dates preceding each resume reflect funding periods for which project monies have already been allocated. The actual start and end dates of projects with more than one year of anticipated funding are shown in the "NOTE."

The indexes in Section III provide six ways to access project information: subject, project director, organization, responsible agency, geographic location, and contract/grant number. A sample entry and instructions for using the index accompany each index.

SAMPLE RESUME

Accession Number	Total Project Dollars	Project Officer
CC000108	$245,042	Wilson

PROJECT TITLE	**STATE PLANNING FOR DELIVERY OF VOCATIONAL EDUCATION TO SPECIAL POPULATIONS**
DIRECTOR(S)	**PROJECT DIRECTOR:** Drews, Donald W.
CONTRACTING ORGANIZATION	**ORGANIZATION:** Conserva, Inc., Raleigh, N.C.
ORGANIZATION ADDRESS	**ADDRESS:** 401 Oberlin Road, Suite 112, Raleigh, N.C. 27605, (919) 832-7717
TYPE OF ORGANIZATION	**ORG TYPE:** Profit
ADMINISTERING AGENCY	**RESPONSIBLE AGENCY:** Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C., Div. of Research and Demonstration.
ORGANIZATION LOCATION	**GEOGRAPHIC LOCATION:** North Carolina Congressional District Number 4
CONTRACT NUMBER	**CONTRACT:** OEC-300-78-0586
PROJECT NUMBER	**PROJECT:** 498AH80021 FY78-$245,042 01-Oct-78 TO 30-Sep-79
EXPLANATORY NOTE	**NOTE:** Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 — March 31, 1980.
DESCRIPTORS—subject terms which indicate substantive content. Only major terms preceded by an asterisk are printed in the subject index.	**DESCRIPTORS:** *Statewide Planning, *Special Programs, *Educational Planning, *Special Services, Educational Strategies, Educational Programs, *State Departments of Education, Prisoners, Handicapped, Disadvantaged Groups, State of the Art Reviews, Information Dissemination, Workshops.
IDENTIFIERS—additional identifying terms not found in the Thesaurus of ERIC Descriptors	**IDENTIFIERS:** *Special Needs Subpopulations
INFORMATIVE ABSTRACT	The major objectives of this project are to design and develop a comprehensive planning system which states can use to select planning strategies for providing vocational education services to special populations, train state personnel for the implementation of the system in each state, and provide for continued federal assistance to state planning efforts. The special populations include handicapped persons, disadvantaged persons, persons with limited English-speaking abilities, displaced homemakers who work part time but who seek full-time employment, those who seek employment in jobs not traditionally held by members of their sex, and inmates in correctional institutions. The major tasks for developing the planning system, which will be structured around revised Management Evaluation Review for Compliance-Quality (MERC-Q) planning instrumentation, are to (1) review the literature and produce a state-of-the-art report; (2) develop and integrate a set of procedures and alternative procedures for each of the MERC-Q planning components which state vocational education agencies (SVEAs) can use in providing vocational education services; (3) field test the system in Pennsylvania, South Carolina, and Texas and revise as necessary; (4) develop a dissemination plan which involves regional workshops, subsequent dissemination in each state by SVEA personnel trained at the workshops, and continuing technical assistance provided by the U.S. Office of Education; (5) develop a two-part slide-tape presentation and other supporting materials; (6) conduct and evaluate three regional workshops; (7) prepare final versions of the system and the supporting materials; and (8) classify the most frequently encountered difficulties in implementing the planning system according to system components, and provide alternative strategies that the U.S. Office of Education might employ in assisting states to overcome those obstacles.

SECTION I. COORDINATING COMMITTEE ON RESEARCH IN VOCATIONAL EDUCATION

COORDINATING COMMITTEE ON RESEARCH IN VOCATIONAL EDUCATION

The Coordinating Committee on Research in Vocational Education was established within the U.S. Department of Health, Education and Welfare by the U.S. Congress under the Education Amendments of 1976 (Public Law 94-482). The Committee, comprised of the Director of the National Institute of Education (NIE), the United States Commissioner of Education (OE), and the Director of the Fund for the Improvement of Postsecondary Education (FIPSE), was instructed to (1) develop a plan for each fiscal year establishing national priorities for the use of funds available to these agencies for research, development, exemplary and innovative programs, and curriculum development programs in vocational education, career education, and education and work; (2) coordinate the efforts of NIE, OE, and FIPSE in seeking to achieve these national priorities in order to reduce duplication of effort; and (3) develop a management information system on the projects funded pursuant to this plan in order to achieve the best possible monitoring and evaluation of these projects and the widest possible dissemination of their results.

Each of the government agencies which administers programs in the areas cited above is described in more detail below.

U.S. Office of Education

The Office of Education is both the largest and oldest office in the Education Division of the Department of Health, Education and Welfare. Within the U.S. Office of Education, projects are administered through the Division of Research and Demonstration (Bureau of Occupational and Adult Education) and the Office of Career Education.

Division of Research and Demonstration, Bureau of Occupational and Adult Education (DRD/BOAE)

The Division of Research and Demonstration administers the vocational education discretionary programs which include: Programs of National Significance (Projects of National Significance, Personnel Development, the National Center for Research in Vocational Education, Curriculum Coordination Centers), Bilingual Vocational Education, and the Contract Program for Indian Tribes and Indian Organizations.

Projects of National Significance. Projects of National Significance are designed to produce information, instructional materials, and recommendations for the improvement of vocational education. These projects help accomplish legislative mandates in priority areas. They are designed to solve problems of national concern and involve the most capable personnel from across the nation. This program ensures a steady flow of tested materials and information to the states and benefits the states in the administration of their State Program Improvement Funds.

Personnel Development. The primary funding mode for Personnel Development is fellowships to individuals and grants to approved institutions of higher education selected by individuals

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receiving awards. Announcements of the fellowship competitions are made in *The Federal Register.* The two programs for vocational education personnel are leadership development awards and certification fellowship awards.

National Center for Research in Vocational Education. The U.S. Office of Education recently established a National Center for Research in Vocational Education. The purpose of the National Center is to (1) conduct applied research and development activities, (2) provide leadership development activities for state and local leaders in vocational education, (3) disseminate the results of vocational education research and development, (4) maintain a clearinghouse on research and development projects supported by the states and the U.S. Office of Education, (5) generate national planning and policy development information, and (6) provide technical assistance to states and local and other public agencies in developing methods for evaluation of vocational education programs.

Curriculum Coordination Centers. The Bureau of Occupational and Adult Education supports a network of six regional Curriculum Coordination Centers.* Each center serves a specific geographic region and aids in reducing duplication of effort by assisting the states in developing and disseminating curriculum and instructional materials.

Bilingual Vocational Education. The bilingual vocational education program is designed to train instructors and provide vocational training for out-of-school youth and adults and post-secondary students of limited English-speaking ability. Sixty-five percent of the appropriated funds are designated for bilingual vocational training grants, 25 percent for bilingual vocational instructor training grants, and 10 percent for bilingual vocational instructional materials, methods, and techniques contracts. Programs are transitional, including instruction in the English language and in the trainee's dominant language so that participants will be able to enter or advance in jobs in English-speaking work environments.

Contract Program for Indian Tribes and Indian Organizations. This program seeks to improve vocational training opportunities for Indians by funding projects for a period not to exceed three years. Competitive assistance contracts are awarded to tribal organizations of Indian tribes which are eligible to contract with the Bureau of Indian Affairs, U.S. Department of the Interior, for the administration of programs under the Indian Self-Determination and Education Assistance Act of 1975 or the Act of April 16, 1934.

Office of Career Education (OCE)

The Office of Career Education, within the U.S. Office of Education, administers the Career Education Program of federal grants and contracts supporting projects that demonstrate the most effective career education methods and that develop exemplary career education models.

Eligible applicants include local education agencies (which account for 50 percent of awarded grants), state education agencies, institutions of higher education, public and private agencies, organizations, associations, institutions, and individuals.

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*At time of publication, four of the six Curriculum Coordination Center contracts have been awarded.

The Office of Career Education supports six types of projects designed to (1) improve existing K-12 career education programs in order to bring them to exemplary status; (2) demonstrate the most effective career education methods in such settings as the senior high school, the community college, adult and community education agencies, and institutions of higher education; (3) demonstrate the most effective methods in career education for such special populations as the handicapped, gifted, minority, and low income youth; (4) reduce sex stereotyping in career choices; (5) demonstrate the most effective methods for the training and retraining of persons conducting career education programs; and (6) communicate career education, philosophy, methods, program activities, and evaluation results to career education practitioners and the general public. A strong evaluation component is required in each project.

National Institute of Education (NIE)

Congress established the National Institute of Education under the Education Amendments of 1972 "to help solve or alleviate" critical problems of American education through research and development. NIE seeks to develop and disseminate improved educational practices and products. The Institute will continue to emphasize fundamental research; NIE does not fund demonstration projects or school-related programs or operating costs. Problem areas which have received concentrated attention are basic skills, dissemination, finance and productivity, education and work, educational equity, and school capacity for problem solving.

A variety of applicants are eligible for NIE grants or contracts, although the selection process is rigorous. In the current fiscal year, approximately 80 percent of NIE's funds provide continuing support for long-term research and development programs. The remaining 20 percent of the funds support new activities.

Fund for the Improvement of Postsecondary Education (FIPSE)

The primary purpose of FIPSE is to award short-term grants to operational or pilot-stage projects which seek to improve the educational programs and services in our nation's postsecondary institutions or agencies. Seventy percent of all grants are awarded to colleges, universities, or other postsecondary institutions; 30 percent are awarded to associations, professional organizations, libraries, museums, labor unions, community organizations, and other agencies which have significant roles in postsecondary education and services. FIPSE expects its awards to be augmented by major local contributions to each of its funded projects.

Many of the projects receiving awards each year stress the relationship between education and the world of work. This emphasis, however, has been augmented recently by several trends, including increased adult participation and the perceived need to integrate liberal arts and career education more effectively. Although FIPSE can support applied assessment and evaluation efforts which have a fairly immediate impact on policy and practice, it does not support basic research.

For more detailed information on these agencies and their procedures for awarding grants and contracts, the reader is directed to *Guide to Federal Funding in Career Education, Education and Work, and Vocational Education,* a brochure available from Dr. Howard Hjelm, Director, Division of Research and Demonstration, Room 5042, Seventh and D Streets, S.W., Washington, D.C. 20202.

Contact Persons in Federal Agencies

BUREAU OF OCCUPATIONAL AND ADULT EDUCATION, U.S. OFFICE OF EDUCATION
Howard F. Hjelm, Director, Division of Research and Demonstration
7th and D Streets, S.W., Room 5042, Washington, DC 20202
(202) 245-9634

Project Officers	Area Code 202 Telephone Number
Bernice Anderson	245-2653
William Berndt	245-2653
Velma Brawner	245-2617
Richard DiCola	245-3352
Earl Dodrill	245-2614
Doris Gunderson	245-2614
Frances Hamilton	245-2654
Paul Manchak	245-2467
Mary Marks	245-2653
Annette Miller	245-2614
Frank Perazzoli	245-9793
David Pritchard	245-3352
Muriel Shay Tapman	245-9793
Harvey Thiel	245-2614
Jack A. Wilson	245-2617

OFFICE OF CAREER EDUCATION, U.S. OFFICE OF EDUCATION
Sidney C. High, Jr., Director of Career Education Programs
ROB No. 3 Room 3108-A, Washington, DC 20202
(202) 245-2331

Project Officers	Area Code 202 Telephone Number
Gerald Elbers	245-2331
Terry Newell	245-2331
Alice Scates	245-8380

NATIONAL INSTITUTE OF EDUCATION

Henry David, Vocational Education Study Project Director
Lois-ellin Datta, Assistant Director, Program Coordination and Analysis
1200 Nineteenth Street, N.W., Washington, DC 20208
(202) 254-5680

Project Officers	Area Code 202 Telephone Number
A. Cameron Buchanan	254-5706
Ronald B. Bucknam	254-6090
Gerry Hendrickson	254-5680
Howard M. Lesnick	254-6090
M. Jean Miller	254-6090
Lana Muraskin	254-5788
Robert Pruitt	254-6090
Allan Rosenbaum	254-8897
Stuart Rosenfeld	254-5680
Robert Stump	254-5736
Mildred Thorne	254-5090

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

Charles I. Bunting, Deputy Director
400 Maryland Avenue, Washington, DC 20202
(202) 245-8091

Project Officers

Alison Bernstein
Lynn DeMeester
Robert Fullilove
Rusty Garth
Diana Hayman
Richard Hendricks
Isa Infante
Felicia Kaplan
Ray Lewis
Carol Stoel

All Project Officers may be reached through the above listed phone number.

SECTION II. PROJECT RESUMES

U.S. OFFICE OF EDUCATION

Division of Research and Demonstration

Programs of National Significance

Projects of National Significance

CC000001 **$84,489** DiCola

Professional Renewal of Guidance Personnel.

PROJECT DIRECTOR: Nash, Clifton
ORGANIZATION: Alabama State Dept. of Education, Montgomery.
ADDRESS: 607 State Office Bldg., Montgomery, AL 36130. (205) 832-5200
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Alabama Congressional District Number 2
GRANT: OEG-00-77-01950
PROJECT: 498AH70336
FY77-$84,489 01-Sep-77 TO 28-Feb-79
DESCRIPTORS: Counseling Programs, *Counselor Training, *Guidance Personnel, Guidance Programs, Inservice Education, Models, *Professional Training, Supplementary Educational Centers

The purpose of the project is to develop and test a model for updating and providing local school personnel with the expertise necessary to develop and implement a comprehensive guidance, counseling, placement, and follow-up system; and establish a Counselor Renewal Center in the state to update those local school personnel (in the service area) who are involved with the guidance and counseling function in the most current concepts and practices of comprehensive and guidance and counseling sytems. The project staff will design a model system for the professional updating of local school personnel who are involved with guidance, counseling, placement, and follow-up. A Guidance and Counseling Renewal Center will be developed. A search of the literature and panel of experts will be used to determine the competencies that local guidance and counseling personnel need to develop a comprehensive guidance and counseling system. A minimum of twenty persons will attend the Center a total of eighteen days. Center staff will work with participants at home schools in planning and improving programs. Participants will develop comprehensive guidance and counseling plans for their schools. The experience and results derived from this project will serve as the foundation from which a continuous updating program will be established for individuals responsible for planning and developing comprehensive guidance and counseling programs in Alabama.

CC000002 $71,245 Pritchard

Vocational Education Outreach: A Coordinated Approach to Guidance and Counseling.

PROJECT DIRECTOR: Nichols, Jack D.
ORGANIZATION: Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
ADDRESS: Little Rock, AR 72201. (501) 371-1855
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Arkansas Congressional District Number 2
GRANT: OEG-00-77-01951
PROJECT: 498AH70367
FY77-$71,245 01-Sep-77 TO 28-Feb-79
DESCRIPTORS: *Educational Strategies, Models, *Occupational Guidance, Post Secondary Education, Pupil Personnel Services, *School Community Cooperation, Secondary Education, *Vocational Counseling

The purpose of the project is to develop and implement a school/community-based model for maximizing the career guidance, counseling, and placement goals in a community. Specific objectives are to (1) improve the coordination and articulation of career guidance and counseling services in the school and community; (2) develop and implement a needs assessment system for ascertaining individual and community guidance, counseling, and placement needs; (3) develop and implement a viable outreach delivery system for career guidance, counseling, placement, and follow-up services to meet needs of youth and adults; and (4) develop and implement a staff development program for administrators, counselors, teachers, and supportive personnel regarding effective strategies. The selected demonstration site will involve the dual responsibility of secondary and postsecondary institutions working jointly to articulate and expand services and training for the entire community. Five major components will be developed and field tested. The project staff and steering committee will assess, analyze, and plan strategies for these components: Early School Leavers, Students with Special Needs, Placement Services, Adults, and Sex Role Stereotyping. The planning design or model for the five components will be implemented, field tested, and finalized for diffusion and possible adoption in other communities. Some expected results and benefits are: improved methods, techniques, and strategies for assessing, planning, and implementing effective services and experiences; and a model plan which can be observed and transported to other schools.

CC000003 $71,867 Pritchard

Extension and Dissemination of Research Products for National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance: California Center.

PROJECT DIRECTOR: Swan, Robert J.
ORGANIZATION: California State Univ., Long Beach.
ADDRESS: 1250 Bellflower, Long Beach, CA 90840. (213) 498-4436
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: California Congressional District Number 34
GRANT: OEG-00-77-03205
PROJECT: 498AH70142
FY77-$71,867 01-Oct-77 TO 31-Mar-79
DESCRIPTORS: *Curriculum Development, *Guidance Personnel, *Learning Modules, *Performance Based Education, Regional Programs, *Staff Improvement

The purpose of this project is to produce and disseminate skill-based approaches to staff development in career guidance by the California Center in cooperation with the four other centers making up the national consortium. American Institutes for Research will coordinate the following: (1) integrate and systematically revise available competency-based staff development modules, (2) develop and field test additional modules to fill some of the identified gaps, (3) develop alternate models that demonstrate how such competency-based resources can be integrated into existing programs and efforts, (4) develop and implement a regionalized dissemination system, and (5) conduct and report research on installation and viability of modules and training models in pre- and inservice settings. The procedures are to identify previous modules which need revision or deletion, along with gaps in the total coverage of the module series, assign and monitor additional modules to fill the gaps and field test and evaluate them, develop modules to integrate and/or correlate such competency-based material into established staff development programs, and test these dissemination models in terms of actual application. The impact of the skill-based approach is longer lasting with greater quality control as shown by the research on the second phase (twenty-seven modules).

CC000004 $82,498 DiCola

Environmental Quality and Energy Conservation Curriculum Model.

PROJECT DIRECTOR: Haveman, Jacqueline E.
ORGANIZATION: Far West Lab. for Educational Research and Development, San Francisco, Calif.
ADDRESS: 1855 Folsom Street, San Francisco, CA 94103. (415) 565-3026
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: California Congressional District Number 6
GRANT: OEG-00-77-01943
PROJECT: 498AH70085
FY77-$82,498 01-Sep-77 TO 28-Feb-79
DESCRIPTORS: *Curriculum Development, *Energy Conservation, *Environmental Education, Manuals, Models, Post Secondary Education

The purpose of the project is to develop an environmental quality and energy conservation curriculum model for use in postsecondary adult and vocational education programs. The model will provide a holistic, integrated orientation toward environmental and energy issues; means for application of this understanding at the decision making level; and knowledge of vocational opportunities as they might arise from or be affected by environmental and energy concerns. The plan for this project includes: (1) establishing a knowledge base by assessing the state of the art relative to environmental quality and energy conservation curriculum materials and by analyzing vocational and career opportunities relative to these concerns; (2) designing and developing the curriculum model and a series of model-related manuals providing specifications for instructional materials and program development; (3) evaluating the model by means of review by the project advisory board and pilot testing a developed component of the model in a Bay Area community college; (4) conducting a survey to ascertain specific educational and training programs into which the model could be infused; and (5) conducting an invitational workshop to introduce the model to adult and vocational educators. The outcome of the project will be a series of model-related manuals which will outline the components of the curriculum, the competencies to be attained, and the resources needed to attain these competencies. A sizeable group of educators will become familiar with the potential application of the model to their specific instructional needs.

CC000005 $79,030 Wilson

Occupational Analysis for Curriculum Development.

PROJECT DIRECTOR: Barnes, William J.
ORGANIZATION: Colorado State Board for Community Colleges and Occupational Education, Denver.
ADDRESS: Room 207, State Services Bldg., 1525 Sherman Street, Denver, CO 80203. (303) 839-3111
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Colorado Congressional District Number 1
GRANT: OEG-00-77-01946
PROJECT: 498AH70285
FY77-$79,030 01-Oct-77 TO 31-May-79
DESCRIPTORS: *Curriculum Development, *Job Analysis, Occupational Information, Program Planning, *Vocational Education, Workshops

The project is directed toward ascertaining how analyses of occupations might best be conducted in Colorado to provide the basis necessary for planning, implementing, and evaluating vocational educational programs. The objectives are to provide a listing of criteria which might be used to advantage in selecting quality analyses which have been prepared, determine which of two proposed procedures for analyzing an occupation (a modification of Developing A Curriculum (DACUM) or the modified DACUM plus field review) is the most efficient and effective, and make ten analyses of occupations relevant to vocational education programs in Colorado available for use. A comprehensive search of the literature will be made for analyses of the ten selected occupational areas. Ten two-day modified DACUM workshops will be conducted with ten participants from each area. A modified DACUM uses the DACUM concept and approach based on a review of the literature. From the workshop data, ten publications will be generated. There will be a one-day workshop to prepare the interviewers for their role in the field review. The field review of the modified DACUM workshop participants' responses will be done by twenty people in each area. The results of this study will facilitate vocational education curriculum and curriculum development by aiding in the development of timely curriculum. The information can serve as the basis for performance objectives, development of instructional material, implementation of instructional procedures, and evaluation of educational activities.

CC000006 $84,664 Pritchard

Extension and Dissemination of Research Products for a National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance: Florida Center.

PROJECT DIRECTOR: Wittmer, Joe
ORGANIZATION: Florida Univ., Gainesville, Dept. of Counselor Education.
ADDRESS: 100 Norman Hall, Gainesville, FL 32611. (904) 392-0731
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Florida Congressional District Number 2
GRANT: OEG-00-77-02249
PROJECT: 498AH70167
FY77-$84,664 01-Oct-77 TO 31-Mar-79
DESCRIPTORS: *Consortia, *Guidance Personnel, *Inservice Education, *Performance Based Education, *Preservice Education, Regional Programs, *Staff Improvement

Working with four other regional centers in a five-state consortium as coordinated by the American Institutes for Research (AIR), the Florida Center will attempt significant changes in preservice and inservice staff development for personnel establishing comprehensive programs of career guidance, counseling, placement, and follow-through. The desired impact will be through competency-based learning intended to be in the direction of a better integration of preservice and inservice staff development than institutions have accomplished to date. The Florida Center team, comprised of two counselor educators and a member of the Florida State Department of Education, will be coordinated by an AIR center to integrate and revise available AIR competency-based staff development modules; develop and field test additional modules to fill some of the identified gaps; and develop alternate models that demonstrate use of competency-based resources. The model will show how the resources can (1) be integrated into existing preservice and inservice staff development programs for guidance personnel, (2) be correlated with state-wide certification standards for guidance personnel, (3) impact differentiated staffing in educational settings, (4) develop and implement a regionalized dissemination system, and (5) conduct and report research on the installation and viability of competency-based staff development (modules and training models) in preservice and inservice settings throughout the geographic regions serviced by the consortium. The Florida Center, utilizing the consortium concept, will impact each state in each of five regions of the United States.

CC000007 $123,006 Brawner

Overcoming Personal-Social Barriers in Entry to Non-Traditional Occupational Preparation Programs.

PROJECT DIRECTOR: Thomas, Hollie B.
ORGANIZATION: Florida State Univ., Tallahassee.
ADDRESS: 202 South Woodward Avenue, Tallahassee, FL 32306. (904) 644-6029
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Florida Congressional District Number 2
GRANT: OEG-00-77-02136
PROJECT: 498AH70216
FY77-$123,006 01-Sep-77 TO 28-Feb-79
DESCRIPTORS: Changing Attitudes, *Educational Strategies, Measurement, Nondiscriminatory Education, Sex Stereotypes, *Social Attitudes, *Womens Education
IDENTIFIERS: Nontraditional Occupations

The proposed research is to determine if a short-term educational program can be employed to assist women in overcoming the non-institutional barriers that prevent them from entering nontraditional occupations and occupational preparation programs. More specifically, the objective of the proposed research is to determine if a short-term educational program can be designed to enhance the acceptance of the responsibility by participating women for overcoming barriers they encounter in preparing for and entering nontraditional occupations. Procedures will be to (1) assess the non-institutional deterrents to entry by females into occupational preparation programs not usually associated with the female stereotype; (2) select or develop appropriate treatment (educational) strategies and measurement instruments for enhancing the development of responsibility of women for overcoming the barriers to entering nontraditional occupational preparation programs; (3) deliver the treatment (educational programs) to a sample of the target groups; and (4) assess the degree to which the objectives of the proposed research are accomplished. This product will serve as the basis for the experimental treatment program and will provide the vocational education research community with an instrument with which to measure perceived deterrents.

CC000008 $163,323 Wilson

The Development and Testing of a Statewide, Multilevel Curriculum Management System for Georgia Vocational Education Programs.

PROJECT DIRECTOR: Harville, Mary N.
ORGANIZATION: Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.
ADDRESS: 333 State Office Bldg., Atlanta, GA 30334. (404) 656-2547
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Georgia Congressional District Number 5
GRANT: OEG-00-77-01962
PROJECT: 498AH70081
FY77-$163,323 01-Sep-77 TO 28-Feb-79
DESCRIPTORS: *Individualized Curriculum, Learning Modules, Models, State Programs, *Vocational Education
IDENTIFIERS: *Curriculum Management Systems

The purpose of this project is fourfold: (1) design, develop and recommend a statewide curriculum management system; (2) test that system by attempting to develop additional individualized student materials; (3) prepare materials to improve the skills of building level vocational supervisors in managing their curriculum and providing instructional leadership to their teachers; and (4) prepare support and staff development modules to be used by teachers who are implementing the individualized instruction approach. Procedure will include: identification and investigation of methods which are currently being used for this purpose, implementation and testing of these materials in selected situations, and analysis of all data collected relative to the utilization of these components individually and collectively as a system. A hypothetical model will be used to produce these initial components, and its revision based on the data collected will produce the final multilevel curriculum management system with supporting materials for state administrators, building level supervisors, and vocational instructors. This curriculum management system should enhance any given state's movement toward a competency-based curriculum and the management of that curriculum, once operational, at all levels.

CC000009 $24,257 DiCola

Competency-Based Education Curriculum Guide for Merchandising/Marketing.

PROJECT DIRECTOR: Davis, Irmagard Kop
ORGANIZATION: Hawaii Univ., Honolulu, Kapiolani Community Coll.
ADDRESS: 620 Pensacola Street, Honolulu, HI 96814. (808) 531-4654, Ext. 111
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Hawaii Congressional District Number 1
GRANT: OEG-00-77-01872
PROJECT: 498AH70041
FY77-$24,257 01-Sep-77 TO 28-Feb-79
DESCRIPTORS: *Community Colleges, *Curriculum Guides, Instructional Materials, *Marketing, *Merchandising, *Performance Based Education, Post Secondary Education

The purpose of this project is to develop a competency-based education curriculum guide for merchandising/marketing for the University of Hawaii community college system which will meet the needs of persons who wish to enter the field, as well as those who are already employed in the industry. The project will (1) review and develop a list of all occupations in the general merchandising/marketing program area; (2) develop task inventories for selected occupations; (3) draw a worker mobility chart to show the basic hierarchy of occupations in the general merchandising/-marketing program area; (4) develop competency-based instructional modules; and (5) develop the curriculum guide in Merchandising/Marketing based on a competency-based model. A general merchandising/marketing program advisory council will be formed to discuss the overall organization of the project and to get input on the overall curriculum design. A review will be made of all occupations in the general merchandising/marketing program area. The college and the program advisory council will decide for which occupations training will be offered. Based on this input, the project director and faculty members will do a task inventory on these selected occupations, write job descriptions and competency levels, prepare instructional modules, conduct systemwide workshops, and develop and publish a curriculum guide. The development of this curriculum guide should facilitate better coordination of student training with industry demands so that students' training needs for entry level positions, career mobility, and inservice training (for people already employed) can be more readily identified and fulfilled. Additionally, this curriculum guide could be used as a basis for the development of curriculum guides for other vocational education programs in the state of Hawaii as well as in the Pacific Basin.

CC000010 $149,712 Pritchard

Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement, and Follow-Through.

PROJECT DIRECTOR: Treichel, Janet
ORGANIZATION: Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
ADDRESS: Urbana, IL 61801. (217) 333-7228
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Illinois Congressional District Number 21
GRANT: OEG-00-77-02142
PROJECT: 498AH70035
FY77-$149,712 01-Oct-77 TO 31-Mar-79
DESCRIPTORS: *Counseling Programs, *Educational Planning, *Guidance Programs, *Models

The purpose of the project is to help educational agencies operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning. The project will (1) identify planning models for comprehensive systems of guidance, counseling, placement, and follow-through; (2) compile a list of guidance and counseling planning models into a usable format; (3) train one facilitator in ten states who will instruct personnel in three school districts each in the use of a planning model; (4) prepare a variety of educational and community personnel in the use of guidance and counseling planning tools; (5) profile, through a case-study approach, a career guidance planning model to demonstrate how planning models can be adapted to fit local school system needs; and (6) evaluate a planning model's effectiveness in a variety of school system settings. A search will be conducted for existing planning models for comprehensive systems of career guidance and generalized planning models that might have implications for vocational education and guidance and counseling programs. Models identified will be subjected to a selection criterion in order to be included in a "Catalog of Planning Models." Facilitators from ten states will be trained to use an already existing planning model for career guidance in conducting workshops to demonstrate how a planning model can be adapted to fit local school system needs. A variety of educational and community personnel will receive instruction in the use of guidance and counseling planning tools. Evaluation data will be collected on workshop sites and a "Case Study Profile of a Guidance and Counseling Planning Model" will be developed and distributed. The study will provide evaluation data resulting from the implementation of systematic planning efforts for comprehensive guidance programs.

CC000011 $59,983 Wilson

A Research Project to Determine the Reasons for an Imbalance of Women in Administrative Postions in Vocational Education.

PROJECT DIRECTOR: Litchfield, Carolyn G.
ORGANIZATION: Kentucky Univ., Lexington. Coll. of Education.
ADDRESS: 36 Dickey Hall, Lexington, KY 40506. (606) 257-2998
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Kentucky Congressional District Number 6
GRANT: OEG-00-77-02290
PROJECT: 498AH70305
FY77-$59,983 15-Sep-77 TO 14-Mar-79
DESCRIPTORS: *Administrative Personnel, Employer Attitudes, Employment Practices, *Females, Occupational Aspiration, *Sex Discrimination, *Sex Stereotypes, *Vocational Education

The purpose of the project is to assess the reasons for the imbalance of women in administrative positions in vocational education. Two research studies will be conducted to identify the attitudes of women in vocational education toward accepting or aspiring to administrative positions in vocational education, and to identify the attitudes, policies, and practices of employers toward hiring women for administrative positions. Baseline data obtained through these studies will be synthesized and translated into an outline of strategies for a realistic plan of action to eliminate sex role stereotyping and sex bias in administrative positions in vocational education. To ascertain the attitudes and aspirations of women, a random sample will be made from the Kentucky "Directory of Vocational Education Personnel." In order to identify employer attitudes, policies, and practices, a random sample will be made from individuals who hire vocational and technical education administrators in Kentucky. An advisory committee and the project staff will use this data to develop the plan of action for eliminating sex role stereotyping and sex bias. As a result of this project, a basis should be provided for identifying the attitudes and aspirations of women regarding employment as administrators in vocational education, and the attitudes, policies, and practices of employers toward hiring women as administrators. A plan of action will be available with strategies designed to eliminate any reservations women may possess regarding their ability to perform in the administrative positions available in vocational education and to help women develop positive attitudes. Strategies will also be directed toward working with employers to eliminate barriers to the employment of women in administrative positions in vocational education.

CC000012 $69,901 Pritchard

Extension and Dissemination of Research Products for a National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance: Maryland Center.

PROJECT DIRECTOR: Schlossberg, Nancy K.
ORGANIZATION: Maryland Univ., College Park. Dept. of Counseling and Personnel Services.
ADDRESS: College Park, MD 20742. (301) 454-2026
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Maryland Congressional District Number 5
GRANT: OEG-00-77-02850
PROJECT: 498AH70088
FY77-$69,901 01-Oct-77 TO 30-Mar-79
DESCRIPTORS: *Career Planning, Consortia, *Counselor Training, Industry, Inservice Teacher Education, Junior High Schools, *Performance Based Education, Preservice Education, Regional Programs, *Staff Improvement

The Maryland Center will attempt significant changes in preservice and inservice staff development in career counseling of junior high girls, in bridging the gap between education and work, and in developing career counseling for adults in industrial settings. Training modules will be developed as a preservice and inservice training vehicle to meet the three objectives listed above. The modules will be for junior high counselors trying to help parents facilitate their children's career development, counselors planning to establish career counseling in industrial settings, and school administrative and supervisory personnel focusing on bridging the gap between education and work. Training modules will be field tested and disseminated to a region designated for Maryland to cover. The consortium concept will make it possible to impact each state in each of six regions of the U.S. with a competency-based staff development system made up of products developed under various federally funded projects. The consortium's research component will document the nature and extent of the impact.

CC000013 $85,000 Pritchard

Extension and Dissemination of Research Products for a National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance: Michigan Center.

PROJECT DIRECTOR: Walz, Garry R.
ORGANIZATION: Center for Personal Empowerment, Inc., Ann Arbor, Mich.
ADDRESS: P.O. Box 2137, Ann Arbor, MI 48106. (313) 764-9492
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Michigan Congressional District Number 2
GRANT: OEG-00-77-02375
PROJECT: 498AH70137
FY77-$85,000 01-Oct-77 TO 31-Mar-79
DESCRIPTORS: *Career Planning, *Consortia, *Guidance Personnel, Information Dissemination, Inservice Education, Learning Modules, Models, *Performance Based Education, Preservice Education, Regional Programs, *Staff Improvement

In this project Michigan proposes to be one state in a five-state consortium (California, Florida, Maryland, Michigan, and Washington) coordinated by the American Institutes for Research (AIR) to develop competency-based learning modules to improve preservice and inservice staff development for personnel establishing comprehensive programs of career guidance, counseling, placement, and follow-through; and disseminate these new resources, as well as existing ones, throughout the geographic region to be serviced by Michigan. The consortium of five development centers, each comprised of a state department team and a counselor training institution, will be coordinated by the AIR Center to (1) integrate and systematically revise available competency-based staff development modules; (2) develop and field test additional modules to fill identified gaps; (3) develop alternative models to integrate resources into existing staff development programs, correlate with statewide certification standards, and impact differentiated staffing in educational settings; (4) develop and implement a regionalized dissemination system giving access to the staff development models and training modules; and (5) conduct and report project research. A major outcome of the project will be to assist these career guidance personnel to develop skills in designing and implementing systematic, comprehensive approaches to career guidance programming.

CC000014 $60,000 DiCola

Program to Describe and Evaluate the Impact of the 1976 Vocational Education Amendments Upon CETA-Postsecondary Vocational Education Programs and Organizational Linkages.

PROJECT DIRECTOR: Muth, C. Robert
ORGANIZATION: Middle Cities Education Association, East Lansing, Mich. Proaction Inst.
ADDRESS: 516 Erickson Hall, East Lansing, MI 48824. (517) 355-1720
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Michigan Congressional District Number 6
GRANT: OEG-00-77-02541
PROJECT: 498AH70226
FY77-$60,000 01-Oct-77 TO 31-Mar-79
DESCRIPTORS: Cooperative Programs, Federal Legislation, National Surveys, Post Secondary Education, *Program Coordination, *Program Effectiveness, Program Evaluation, State Surveys, *Vocational Education
IDENTIFIERS: *CETA, Comprehensive Employment Training Act

The purpose of the project is to evaluate the impact of the 1976 Vocational Education Amendments upon CETA-postsecondary vocational education linkages. The project will describe the program coordination that existed between CETA and postsecondary vocational education before and after the implementation of the amendments, judge the effectiveness of the mandated linkages between CETA and postsecondary vocational education, and describe the perceptions that CETA and postsecondary vocational education program operators and policy makers have about the impact of the amendments on program effectiveness. The procedures will consist of two waves of national survey data and two waves of more in-depth survey and interview data from a select sample of three states. The first wave of data will survey pre-amendment linkages, and the second wave of data will survey post-amendment linkages. The national survey will be mailed to the employment and training divisions of all fifty governors' offices. The three-state, in-depth survey will be mailed to all of the states' prime sponsors and all of the states' postsecondary vocational education directors. Interviews will be conducted with selected State Manpower Service Council and State Vocational Education Advisory Council officials in the three states. In addition there will be a survey of regional HEW and DOL officials responsible for CETA-vocational education linkages. The results of this project will be as follows: a description of the CETA-postsecondary vocational education linkages which existed in the fiscal years of 1977 and 1978, a descriptive assessment of the impact of the 1976 amendments on CETA-postsecondary vocational education processes, and an assessment of the perceptions that major actors in the CETA-vocational education system have of the programmatic impact of the 1976 amendments.

CC000015 **$55,540** **Pritchard**

Project COMPASS (Center for Occupational Management, Placement and Systematic Services).

PROJECT DIRECTOR: Mallory, Alva E.
ORGANIZATION: Genesee Intermediate School District, Flint, Mich Vocational Education and Career Development Services.
ADDRESS: 2413 W. Maple Ave., Flint, MI 48507. (313) 767-4310
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Development.
GEOGRAPHIC LOCATION: Michigan Congressional District Number 7
GRANT: OEG-00-77-02066
PROJECT: 498AH70153
FY77-$55,540 01-Sep-77 TO 28-Feb-79
DESCRIPTORS: *Career Planning, Disadvantaged Youth, *Guidance Centers, Handicapped, Inservice Education, *Occupational Guidance, Parent Participation, Post Secondary Education, Secondary Education, *Vocational Counseling

The purpose of the project is to develop a center which would deliver comprehensive career guidance, counseling, placement, and follow-through services. The project will design a computer-assisted career development system combined with a human component in the form of a career development and placement class; design modules in career support training and test them in inservice workshops for vocational teachers, counselors, and parents; and design a management system which will coordinate activities of the support personnel and the users. The sample population will consist of approximately 2,000 vocational and non-vocational secondary students, 350 postsecondary students, 800 adults, and 350 handicapped or disadvantaged. The project will establish classes in career expanding, career decision making, career planning, and self-placement; systematically teach the application skills in related life activities; and provide placement assistance. The sample population of 100 educators will be trained in the delivery skills to teach their students, and be provided with career information material as designed for training activities. Two hundred parents will receive inservice training in areas needed to help their children apply their career development skills. Through the center's training in a systematic application to real life career decision and planning, the lives of students and adult users will significantly benefit. Skills taught in this manner will increase the chances that the users will not have to return to the center for additional help.

CC000016 **$42,934** **Pritchard**

National Rural Career Guidance Communication Network.

PROJECT DIRECTOR: Edington, Everett D.
ORGANIZATION: New Mexico State Univ., Las Cruces. Center for Vocational Education.
ADDRESS: Box 3N, Las Cruces, NM 88003. (505) 646-2623
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: New Mexico Congressional District Number 2
GRANT: OEG-00-77-01948
PROJECT: 498AH70323
FY77-$42,934 01-Sep-77 TO 28-Feb-79
DESCRIPTORS: *Career Planning, Communications, *Consortia, *Guidance Programs, *Information Dissemination, *Information Networks, Needs Assessment, *Rural Education, *School Personnel, State Surveys

The purpose of this three-agency consortium project is to design, develop, implement, and evaluate a nationwide career guidance communication system for personnel in rural and small schools. In order to reach this goal, the project will (1) conduct a rural school career guidance information needs assessment; (2) implement a system for communicating career guidance ideas, methods, materials, and consultative assistance to personnel in rural settings; (3) develop support audio or visual aids; (4) develop and communicate information about promising materials and practices applicable to rural schools; (5) develop an up-to-date listing of the nation's rural schools and names of key consultants by state; (6) conduct five regional leadership training workshops; and (7) determine the most effective communication techniques. The consortium agencies will develop and implement a number of research and development methods. The initial approach to determining the information and communication needs of rural schools will be to survey approximately fifteen percent of the nation's rural schools or intermediate districts. Five major communication services will also be provided: (1) a nationwide toll free telephone service that will be operative twenty-four hours a day, seven days a week; (2) a mail consultancy service; (3) a series of newsletters to the nation's 7,600 rural schools; (4) a handbook of innovative guidance techniques in rural schools; and (5) a listing of area available consultants. The project will conduct a number of state surveys especially at the state and intermediate educational levels and will identify a possible national inservice leadership cadre and provide regional-based training. State departments of education, the federal government, and research and development agencies will more fully understand the unique information and communication needs of personnel in rural and small schools, and they will have knowledge of a tested effective method of meeting these needs.

CC000017 **$179,463** **Brawner**

Vocational and Bilingual Curriculum Development: A Cumulative Effort.

PROJECT DIRECTOR: Todd, Ronald D.
ORGANIZATION: New York Univ., N.Y. Dept. of Technology and Industrial Education.
ADDRESS: 26 Stuyvesant Street, Room 309, New York, NY 10003. (212) 598-3357
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: New York Congressional District Number 18
GRANT: OEG-00-77-02218
PROJECT: 498AH70195
FY77-$179,463 01-Sep-77 TO 28-Feb-79
NOTE: In FY76, this project was funded under OEG-

00-76-04316.
DESCRIPTORS: *Bilingual Education, *Curriculum Development, Learning Modules, State Curriculum Guides

The objectives of this project are to modify selected state-level curriculum guides in areas of expressed high needs relative to students with limited English-speaking ability; document the process used in the modification, development, design, translation, and adaptation of these curriculum materials as a basis for a new model and supportive procedures for generating and matching curriculum materials to identified student target groups; and design, produce, and disseminate a materials modification and match manual. Procedures will include establishing a resource/talent pool, establishing a data bank of resource materials, acquiring and assessing learner materials, expanding the consultant network, field testing materials, revising learning materials and procedures, developing the modification manual, and using summative and formative evaluation. The output of this project will be learning modules equivalent to one full year of instruction either in a single vocational area or within several areas. A procedural guide for developing other modules will be developed in the form of a materials modification and match manual.

CC000018 $153,211 Wilson

Experimentation and Further Validation of the Interstate Distributive Education Curriculum Consortium (IDECC) Competency-Based Instructional Systems in Adult, Postsecondary, Secondary, and Teacher Education.

PROJECT DIRECTOR: Williams, Terry M.
ORGANIZATION: IDECC Project Office, Columbus, Ohio.
ADDRESS: 1166 Chesapeake Ave., Columbus, OH 43212. (614) 486-6345
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
GRANT: OEG-00-77-02226
PROJECT: 498AH70304
FY77-$153,211 26-Sep-77 TO 25-Mar-79
DESCRIPTORS: Adult Education, *Distributive Education, Inservice Teacher Education, *Instructional Systems, Manuals, Needs Assessment, *Performance Based Education, Performance Based Teacher Education, Post Secondary Education, Preservice Education, Program Effectiveness, Secondary Education, Task Analysis

The purpose of this project is to further develop and validate the IDECC system of learning. The project will (1) evaluate through experimental research the IDECC competency-based adult and postsecondary instructional system; (2) develop an IDECC procedural manual for planning task analysis, developing learning activity packets, and field testing curriculum; (3) test new standards for occupational task analysis in the occupational area of department store; and (4) design, develop, and test new preservice and inservice teacher training modules based on the unique professional competencies of distributive education teacher-coordinators in utilizing the IDECC system of learning. Experimental research will evaluate the effectiveness of the IDECC and the traditional teaching approaches. Each adult and postsecondary program will be selected and then randomly assigned to treatment. A panel of technical consultants will review current IDECC procedures applying to occupational analysis, curriculum development, and field testing procedures. The procedural manual will be reviewed by twenty-one IDECC state representatives. Comprehensive task inventory questionnaires will be completed by a representative sample of workers and supervisors for the occupational area of department store. Each respondent will answer questions concerning the task frequency and importance. Analysis of the data will validate tasks in sixteen department store occupations. Phase one will identify through task inventory procedures the professional competencies of distributive education teacher-coordinators who utilize the IDECC system of learning. Phase two will develop a set of preservice and inservice teacher training modules in selected distributive education teacher programs. The project will provide empirical data to assess the IDECC effectiveness, a procedural manual, a document listing competencies reflecting training needs for the department store occupational area, and preservice and inservice training modules.

CC000019 $71,980 Brawner

Assessing and Modifying the Sex Role Stereotyped Attitudes of Teachers and Counselors Toward Students Enrolled in Nontraditional Secondary School Vocational Programs.

PROJECT DIRECTOR: Trent, E. Roger
ORGANIZATION: Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing.
ADDRESS: 65 S. Front Street, Room 1005, Columbus, OH 43215. (614) 466-2471
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
GRANT: OEG-00-77-01967
PROJECT: 498AH70125
FY77-$71,980 01-Sep-77 TO 28-Feb-79
DESCRIPTORS: Change Strategies, *Changing Attitudes, Evaluation, *Intervention, School Surveys, Secondary Education, *Secondary School Counselors, *Sex Discrimination, *Vocational Education Teachers
IDENTIFIERS: Nontraditional Programs

The purposes of this project are to assess and modify the attitudes/expectations and behavior of vocational education teachers and counselors toward secondary school students enrolled in programs which have traditionally been stereotyped as "male" or "female." The project will (1) identify attitudes which perpetuate sex discrimination in vocational education, (2) develop and validate a self-administered instrument for use in uncovering these biases, (3) identify self-intervention techniques which can produce change in restrictive attitudes, and (4) develop a manual including focusing and self-confrontation techniques for self-improvement. A survey assessing restrictive attitudes will be developed and administered to two stratified random samples, each consisting of approximately 100 teachers and counselors. One group will then receive the intervention manual while the other group will receive no training. After a designated training period, the survey will be administered a second time to both groups. Pretest and posttest comparisons and comparisons between groups will be made to demonstrate the effectiveness of the intervention strategies. The results of this study should provide a valid and reliable instrument for assessing restrictive sex stereotyped attitudes and self-intervention strategies for improvement. Vocational teachers and counselors may use these materials to effect changes in expectations of students enrolled in courses which have traditionally been associated with the opposite sex.

CC000020 $49,851 Brawner

Local Vocational Advisory Council Involvement in Effecting Sex Equity in Vocational Education.

PROJECT DIRECTOR: Gorman, Anna M.
ORGANIZATION: Oklahoma State Univ., Stillwater. Div. of Home Economics.
ADDRESS: 109 Home Economics West, Stillwater, OK 74074. (405) 624-5047
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Oklahoma Congressional District Number 6
GRANT: OEG-00-77-02540
PROJECT: 498AH70242
FY77-$49,851 01-Oct-77 TO 31-Mar-79
DESCRIPTORS: Advisory Committees, Change Strategies, Discriminatory Attitudes (Social), *Equal Education, Models, Secondary Education, *Sex Discrimination

Project objectives are to develop a model involving local advisory councils in planning for sex equity in vocational high school programs; evaluate the model for involving local vocational advisory councils in planning for change in sex equity in vocational programs; and disseminate the products of the research effort to vocational education leaders. This project is an experimental type using pretest-posttest control group design. Two schools with vocational programs in five or more program areas will be selected from five of the Oklahoma planning regions. Within each region, one school will be randomly assigned to the experimental group and one to the control group. Treatment for the experimental group will consist of involvement of local advisory council members in conducting a community survey of constraints and facilitators of sex equity and in suggesting strategies for moving toward sex equity in vocational education. The measure of the effect of the treatment will be change in local advisory council members' perceptions of sex equity in vocational programs as determined by a pretest and posttest. The involvement of advisory council members in developing the strategies will be evaluated by criteria on assessing strategy plans. The study will develop a model that can be utilized by vocational education personnel who desire to make strides in achieving sex equity for high school students in vocational programs of their own interests and aptitudes. The publications can serve as a guide for completion of activities and tasks associated with the model.

CC000021 $68,767 Brawner

A Vocational Education Research Program in the Portland Public School District.

PROJECT DIRECTOR: Rumble, Richard R.
ORGANIZATION: Portland School District 1, Oreg.
ADDRESS: Intergovernmental Relations, P.O. Box 3107, Portland, OR 97208. (503) 288-5361, Ext. 40
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Oregon Congressional District Number 3
GRANT: OEG-00-77-02245
PROJECT: 498AH70234
FY77-$68,767 01-Sep-77 TO 28-Feb-79
DESCRIPTORS: Educational Planning, *Handicapped Students, *Individualized Programs, *Mainstreaming, Secondary Education

The purpose of the project is to improve the capacity of the Portland School District to individualize vocational programs as required by P.L. 94-142. The project will assess the present capability of Area III high schools to implement individualized vocational instruction for handicapped students; develop planning capabilities among various organizational elements of P.P.S.; and develop guidelines, procedures, and methods for individualized vocational program implementation. Related literature will be reviewed and a number of other school districts will be contacted to learn what they have done regarding the mainstreaming of handicapped students into vocational programs. Area III personnel will be intensively surveyed and interviewed to learn of the facilitating and the inhibiting human, physical, and resource factors affecting vocational mainstreaming. Guidelines, procedures, and methods for increasing the participation of handicapped learners in vocational programs will be developed, and products will be disseminated throughout the District and to interested LEAs. The project should result in greater capability of Portland vocational teachers to individualize vocational education instruction; an increase in the enrollment of handicapped learners in vocational programs; and the publishing of transportable guidelines, methods, and procedures for use in other school districts.

CC000022 $110,570 Wilson

PIVOT Research II.

PROJECT DIRECTOR: Frazier, Ross, Jr.
ORGANIZATION: Philadelphia School District, Pa. Div. of Career Education.
ADDRESS: 734 Schulykill Ave., Philadelphia, PA 19146. (215) 299-7056
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Pennsylvania Congressional District Number 1
GRANT: OEG-00-77-02217
PROJECT: 498AH70196
FY77-$110,570 01-Oct-77 TO 31-Mar-79
DESCRIPTORS: Criterion Referenced Tests, Educable Mentally Handicapped, Electrical Occupations, *Instructional Systems, Machine Repairmen, Nurses Aides, *Program Effectiveness, Secondary Education, *Teaching Methods

The purpose of the project is to determine the effectiveness of the Personalized, Individualized, Vocational Occupations Training (PIVOT) system of instruction in a variety of settings and subject areas. Experimental group classes (using PIVOT) and control group classes (using traditional methods) will be established in comprehensive high schools and area vocational-technical schools in the subject areas of machine shop and electrical construction. Each will be taught identical curriculum segments using the respective methods. The same procedure will be used to establish this research model among EMR students in the subject area of nurse's aide. Comparisons will be made between equivalent experimental and control group classes through criterion testing. The results of this study will help determine the effectiveness of one type of learner-paced, audiovisual delivery system in the teaching of occupational skills to regular and EMR students. It will also provide data concerning the most conducive educational settings, populations, and other special considerations that impact upon the use of this type of instructional method. This information will provide vocational educators across the nation with a basis for decision making in the planning of instructional methodology in vocational settings.

CC000023 $106,656 Wilson

Developing a Statewide Implementation Capability for the Effective Utilization of Catalogs of Performance Objectives and Criterion-Referenced Measures Compiled by the Vocational-Technical Education Consortium of States.

PROJECT DIRECTOR: Jensen, Arthur K.
ORGANIZATION: Clemson Univ., S.C. Vocational Education Media Center.
ADDRESS: 10 Tillman Hall, Clemson, SC 29631. (803) 656-3115
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: South Carolina Congressional District Number 3
GRANT: OEG-00-77-02222
PROJECT: 498AH70101
FY77-$106,656 01-Sep-77 TO 28-Feb-79
DESCRIPTORS: *Curriculum Development, *Inservice Teacher Education, *Instructional Systems, *Performance Based Education, Teaching Methods

Anticipated outcomes of this project are: core teachers will validate the job relevancy of existing curriculum and modify same through the use of performance objectives and criterion-referenced measures devel[illegible] V-TECS, core teachers will be able to use performance-based instruction as an instructional system, and inservice teachers will be able to utilize instructional packages on an ongoing basis as new catalogs are received and implemented. A series of learning activity packages will be selected or developed to educate administrators, teachers, and prospective teachers in the effective utilization of the V-TECS catalogs of performance objectives. A selected core of teachers will be trained in utilization of these packages to provide for an ongoing program of inservice education for teachers in their local districts to utilize these catalogs as they become available. Vocational teacher education staffs within the state will assist in development and selection of these packages and will be encouraged to utilize them in preservice and inservice programs. The project will provide the state with a nucleus of teachers prepared to utilize the self-instructional inservice education programs with other teachers in their school districts. It should also provide a recommended, unified teacher education approach to teacher educators and teachers utilizing the V-TECS catalogs in the state.

CC000024 $66,604 Brawner

Access Strategies for the Handicapped in Vocational Education.

PROJECT DIRECTOR: Clark, Donald L.
ORGANIZATION: Texas A and M Univ., College Station. Coll. of Education.
ADDRESS: College Station, TX 77843. (713) 845-5311
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Texas Congressional District Number 6
GRANT: OEG-00-77-02536
PROJECT: 498AH70179
FY77-$66,604 01-Sep-77 TO 28-Feb-79
DESCRIPTORS: *Administrator Guides, Agricultural Education, Educational Strategies, *Handicapped Students, *Home Economics Education, *Program Development, Resource Guides, Secondary Education, *Teaching Guides, *Trade and Industrial Education

The objectives of this project are to design, develop, field test, and distribute an administrator's handbook covering comprehensive programming for the handicapped in vocational education; and design, develop, field test, and distribute materials assisting teachers to serve the handicapped through an open-entry, open-exit model. The study will establish competencies for successful entry into vocational education programs and selected occupations in three vocational areas: agriculture, home economics, and trade and industry. Professionals from Texas Education Agency and local agencies will be informally surveyed to locate exemplary people, programs, and materials serving the vocational needs of handicapped students. Both vocational education and special education practitioners will be sources of information, as well as selected authors and their published materials. With the aid of consultants, project staff will develop handbooks which will be field tested and reviewed in Texas secondary schools. Over 1,100 Texas school districts, which serve approximately 85,000 handicapped secondary students, will receive project materials. The project will supply an analysis of federal, state, and local laws and policies; an overview of exemplary programs; and a catalog of resource people and materials; as well as practical suggestions for implementing successful programs for handicapped students in vocational education.

CC000025 $80,000 Wilson

Project IVA: Improving Vocational Administration.

PROJECT DIRECTOR: Pope, Billy
ORGANIZATION: Education Service Center Region 10, Richardson, Tex.
ADDRESS: P.O. Box 1300, Richardson, TX 75080. (214) 231-6301, Ext. 302
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Texas Congressional District Number 3
GRANT: OEG--00-77-01875
PROJECT: 498AH70071
FY77-$80,000 01-Sep-77 TO 28-Feb-79
DESCRIPTORS: *Administrative Personnel, *Administrator Education, *Inservice Education, Needs Assessment, *Preservice Education, *Staff Improvement

The purpose of the project is to improve preservice and inservice programs designed to prepare or improve the competencies of administrators of vocational education in Texas. The project will survey existing preservice and inservice training programs for administrators, identify the needs of administrators responsible for administration of vocational programs, develop inservice materials in modular form to address these needs, and design and validate a training package to increase the management skills of administrators with vocational education responsibilities. The project will utilize an advisory committee to conduct a needs assessment and identify competencies of administrators responsible for vocational education, develop individualized learning packages based on identified competencies, validate the learning packages by conducting a workshop for selected administrators, and disseminate the learning packages to state staff and teacher educators. The results of the project will produce both long-range and short-range benefits. Administrators' competencies will be improved enabling them to more effectively (1) use information systems for planning and decision making; (2) implement a proven management system; (3) better meet the needs of minorities, females, and other special populations; (4) improve curriculum, course offerings, and assessment procedures; and (5) coordinate occupational training programs with other manpower programs. This improvement in the training of administrators of vocational programs will ultimately result in improved vocational programs for students.

CC000026 $139,220 DiCola

Unified Technical Concepts–Phase II.

PROJECT DIRECTOR: Hull, Daniel M.
ORGANIZATION: Technical Education Research Center, Waco, Tex.
ADDRESS: 4201 Lake Shore Dr., Suite 111, Waco, TX 76710. (817) 772-8756
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington,

D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Texas Congressional District Number 11
GRANT: OEG-00-77-01952
PROJECT: 498AH70194
FY77-$139,220 01-Oct-77 TO 31-Mar-79
NOTE: In FY76, this project was funded under OEG-00-76-03926.
DESCRIPTORS: *Curriculum Development, *Learning Laboratories, *Learning Modules, Post Secondary Education, Program Evaluation, Program Guides, School Industry Relationship, *Technical Education

The objectives of this eighteen month continuation project are to (1) identify, develop, field test, revise, and disseminate 100 additional technical school instructional modules to teach physical science in the technology curricula; (2) provide additional specialty support for automotive mechanics, drafting and design, biomedical instrumentation, laser/electro-optics, civil/-structural building construction, nuclear, solar, chemical, welding, and dental laboratory; (3) assist at least two two-year, postsecondary technical institutes in the pilot testing of the modules; (4) support at least one employer organization in the implementation of a systems technician retraining program using the UTC modules; and (5) prepare a program implementation guide to assist schools and employers in the understanding of the UTC approach. TERC-SW will provide overall direction for the project and will organize a project team to test the modules and implementation procedures in instructional programs. Staff members will evaluate the results of the field testing, make the necessary revisions, and prepare the program implementation guide. TERC-SW will establish a list of module titles and suggested content to be reviewed by the development team; evaluate and revise the module title list with the aid of technical program faculty at six schools; select competent authors from schools and industry and present them with approved module outlines for writing module drafts; edit, revise, and present the modules to two schools and one industry for field testing followed by evaluation of the pilot program in both schools and industry. This project will provide students with different technical specialties to work in an "open" lab "hands-on" system with only those modules needed for their individual training. The study will provide schools and employers information about the program and will assist them in arriving at decisions or implementation of the UTC concepts.

CC000027 $41,972 Wilson

Verification of Psychomotor Skill Sequences for Different Piaget Learning Modes.

PROJECT DIRECTOR: Randall, A. Kent
ORGANIZATION: Weber State Coll., Ogden, Utah. School of Technology, Dept. of Manufacturing Engineering Technology.
ADDRESS: 3750 Harrison Blvd., Ogden, UT 84408. (801) 399-5941, Ext. 15
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Utah Congressional District Number 1
GRANT: OEG-00-77-02061
PROJECT: 498AH70360
FY77-$41,972 01-Oct-77 TO 31-Mar-80
NOTE: Monies allocated in FY77 will fund the project through March 31,1980.
DESCRIPTORS: Audiovisual Aids, *Learning Processes, *Machine Repairmen, Models, Post Secondary Education, *Psychomotor Skills, Secondary Education, *Vocational Education

During this grant period the objectives will be to produce sixty-five to seventy-five psychomotor skill "imitation" level eight mm instructional films for machine shop, produce twenty to twenty-five cassette tapes for selected machine shop psychomotor skills to supplement sixty tapes produced under previous grants, and verify the psychomotor skill sequence for different Piaget learning modes using the secondary and two postsecondary classes as control groups. The students in four control groups will have Piaget tests administered to determine their predominant learning mode. Each student will be interviewed to determine previous direct or related machine shop experience and will be placed in a specific location on the learning mode-experience grid. The "imitation" psychomotor skill level films, the cassette tapes, and previously produced "manipulation" level modules will be used as the primary instructional materials. Each student will be tracked and a record maintained of the selection, order, and performance attained during the learning experiences. These records will be used to verify the psychomotor learning process most efficient and effective for each learning mode-experience grid location. This research grant will provide partial verification of a definite model for learning in vocational education that is applicable to every school that teaches psychomotor skills. No other such model exists.

CC000028 $76,200 Pritchard

A Comprehensive National Review and Preparation of Training Materials for Student and Employer Followup.

PROJECT DIRECTOR: Asche, F. Marion
ORGANIZATION: Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
ADDRESS: Blacksburg, VA 24061. (703) 951-5812
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Virginia Congressional District Number 9
GRANT: OEG-00-77-02143
PROJECT: 498AH70024
FY77-$76,200 01-Sep-77 TO 28-Feb-79
DESCRIPTORS: *Followup Studies, *Manuals, State of the Art Reviews, Vocational Education, *Vocational Followup

The purposes of this project are to identify, review, and analyze student and employer follow-up efforts and to synthesize successful components and procedures into training materials having maximum utility to designers and operators of future follow-up studies. The project will conduct a comprehensive review of follow-up efforts and present findings in the form of a review and synthesis document, and use the results of the review in the production of a vocational follow-up training manual. Phase one of the project (review and synthesis) will be accomplished through several strategies. The identification process will have three complementary efforts: (1) traditional review of literature using both manual and computerized searches, (2) communications with state directors or their designated state level representatives to identify additional state and local efforts, and (3) a national panel of consultants appointed to the project based on experience/expertise to provide both identification and evaluation assistance. The identified efforts will be reviewed, summarized, and presented as one major product of the project. Phase two procedures will draw upon the findings of phase one and the expertise of project staff and the panel of consultants to produce, through synthesis and evaluations, a second major product–a training manual which will detail the design, operation, and evaluation of vocational follow-up systems. The materials to be produced by this project will benefit vocational education by producing a review and synthesis of methodologies and materials currently or recently employed to follow-up students and employers.

CC000029 $76,482 Pritchard

Extension in Dissemination of Research Products for a National Consortium on Competency-Based Staff Development in Comprehensive Career Guidance: Washington State Center.

PROJECT DIRECTOR: Anderson, Marjorie
ORGANIZATION: Washington Office of the State Superintendent of Public Instruction, Olympia.
ADDRESS: Old Capitol Building, Olympia, WA 98504. (206) 753-6717
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Washington Congressional District Number 3
GRANT: OEG-00-77-02224
PROJECT: 498AH70377
FY77-$76,482 01-Oct-77 TO 31-Mar-79
DESCRIPTORS: *Consortia, *Guidance Personnel, *Inservice Education, Learning Modules, Models, *Performance Based Education, *Preservice Education, Regional Programs, *Staff Improvement

The proposed five-state consortium (California, Florida, Maryland, Michigan, and Washington state centers) coordinated by the American Institutes for Research will attempt significant change in preservice and inservice staff development for personnel establishing comprehensive programs of career guidance, counseling, placement, and follow-up. The desired impact will be through competency-based learning going well beyond conventional cognitive or attitudinal levels emphasized in most instructional programs. This impact is intended to be in the direction of a better integration of preservice and inservice staff development than institutions have accomplished to date working with regional centers for training, development, field testing, and demonstration. The consortium of five staff development centers, each comprised of a state director team and a counselor training institution, will (1) integrate and systematically revise available competency-based staff development modules so that useful resources and critical gaps will be clearly identified; (2) develop and field test additional modules to fill some of the identified gaps; (3) develop alternate models to demonstrate what competency-based resources can do; (4) develop and implement a regionalized dissemination system that will provide practitioners with access to staff development models and to the training modules; and (5) conduct and report research on the installation and visibility of competency-based staff development (modules and training models) in preservice and inservice settings throughout the Washington geographic region. The consortium concept will make it possible to impact each state with the competency-based staff development system made up of products developed under various federally funded projects.

CC000030 $144,207 Brawner

Inservice Model for Modifying Post-Secondary Vocational Education Programs for the Handicapped.

PROJECT DIRECTOR: Tindall, Lloyd W.
ORGANIZATION: Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
ADDRESS: 321 Education Bldg., Box 49, Madison, WI 53706. (608) 263-3415
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Wisconsin Congressional District Number 2
GRANT: OEG-00-77-02006
PROJECT: 498AH70169
FY77-$144,207 01-Oct-77 TO 31-Mar-79
DESCRIPTORS: *Handicapped Students, *Inservice Teacher Education, Mainstreaming, *Models, Post Secondary Education, *Vocational Education

The purpose of the project is to develop an inservice model for modifying vocational programs for handicapped people in Wisconsin's sixteen vocational, technical, and adult education districts. The objectives are to (1) analyze data from the 1976-77 Part C Project on Program Evaluation and Planning (PEP) for use in developing modified vocational programs for handicapped students; (2) develop an inservice training model on modifying vocational programs for handicapped students (this will include examples of course modifications developed by using the techniques set forth in the model); and (3) conduct preliminary and final field reviews of the inservice training model on modifying vocational programs for handicapped students. The project staff will develop modules which will help teachers modify vocational programs for students with cognitive, affective, and psychomotor handicaps. The modules will present teaching techniques and course modifications designed to overcome these learning deficits. Teachers in Wisconsin's sixteen vocational, technical, and adult education districts will help determine modifications needed for teaching handicapped students in each of the five vocational program areas of agriculture, math and business, home economics, health, and trade and industry. A dissemination workshop will be held for VTAE teachers representing the five areas. Teachers in Wisconsin's VTAE system will benefit by the provision of a five-module, inservice training model which can be used to modify vocational courses for handicapped students. Handicapped students will benefit directly from the model by being able to enter regular courses geared to their ability and to learn employable skills in an atmosphere which de-emphasizes the stereotyping of students by a handicapped area.

CC000031 $73,155 DiCola

Instructional Leadership Development in Generic Work Skills.

PROJECT DIRECTOR: Banathy, Bela H.
ORGANIZATION: Far West Lab. for Educational Research and Development, San Francisco, Calif.
ADDRESS: 1855 Folsom Street, San Francisco, CA 94103. (415) 565-3197
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: California Congressional District Number 5
GRANT: OEG-00-77-01944
PROJECT: 498AH70082
FY77-$73,155 01-Oct-77 TO 31-Mar-79
DESCRIPTORS: *Curriculum Development, *Curriculum Planning, Demonstration Programs, Guides, *Job Skills, Manuals, Program Evaluation, Teacher Improvement, *Teaching Skills

The purpose of the project is to design, validate, and disseminate a personnel development program to improve the competence of instructional leaders in planning and implementing curricula in generic work skills. Procedures will be to (1) design a model for the professional development of instructional leadership in generic work skills; (2) develop a training program comprising materials and procedures which will enable teachers to acquire competence in the planning, implementation, and evaluation of an instructional program in generic work skills; (3) test the program in a variety of professional development settings; and (4) disseminate information about the program. Components of the program will include an orientation guide, a curriculum content module, an instructional management module, a trainer's guide, and an evaluation manual.

CC000032 $41,000 Pritchard

Library Information for Vocational Education Systems (LIVES).

PROJECT DIRECTOR: Mitchell, Marianne H.
ORGANIZATION: Indiana Univ. Foundation, Bloomington.
ADDRESS: P.O. Box F, Bloomington, IN 47401. (812) 337-9118
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Indiana Congressional District Number 7
GRANT: OEG-00-77-03001
PROJECT: 498AH70321
FY77-$41,000 01-Oct-77 TO 31-Mar-79
DESCRIPTORS: *Library Programs, *Low Income Groups, *Occupational Information, *Outreach Programs, *Pilot Projects, Professional Training, Program Evaluation, Public Libraries, Resource Materials, *Unemployed, *Vocational Counseling, Workshops

The objectives of this project are to (1) provide a pilot program in the Monroe County public library where low-income or unemployed adults can find nonbiased, nonstereotyped vocational information, guidance, and referral in the areas of job training, job opportunities, required skills, job descriptions, employment outlooks, and related concerns; (2) encourage (recruit) these adults, particularly minorities and the disadvantaged, to utilize the service; and (3) provide librarians with the vocational materials and interpersonal professional skills necessary to serve these adults. An implementation guide with recommended materials and various procedures and alternatives for consideration by library personnel will be developed. The project will provide a multimedia approach to vocational information dissemination and will feature resource people and audiovisual materials as well as more traditional printed materials. Low-income or unemployed men and women will be recruited through various promotional and public relations techniques. Participating librarians, counselors, and adult educators will acquire an awareness of interpersonal and professional skills helpful in dealing with the adult vocational information seeker and will develop an implementation plan during a five-day workshop. Evaluation of the effectiveness and community impact of establishing a public library as a LIVES Center will be an ongoing process, and results will be detailed in a final report. This pilot program may be replicated in other public library systems.

CC000033 $31,938 Wilson

Development of Standards for Textiles and Clothing Postsecondary Programs.

PROJECT DIRECTOR: Beavers, Irene
ORGANIZATION: Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
ADDRESS: 166 Le Baron Hall, Ames, IA 50011. (515) 294-3991
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Iowa Congressional District Number 5
GRANT: OEG-00-77-01165
PROJECT: 498AH70022
FY77-$31,938 01-Jul-77 TO 30-Apr-79
DESCRIPTORS: *Clothing Instruction, National Surveys, Post Secondary Education, *Standards, Task Analysis, *Textiles Instruction, Validity

The purpose of this project is to develop and validate national student performance and program standards for postsecondary programs in textiles and clothing. Specific objectives are to identify textiles and clothing career training programs available at the postsecondary level which require less than professional training, identify and review program guidelines, develop and validate task inventories for entry level priority textiles and clothing areas not yet completed, validate competencies needed in the various occupational areas, identify common and unique competencies needed in the various occupations, and validate student performance standards. Procedures are to (1) survey postsecondary institutions offering textiles and clothing programs to obtain program standards; (2) develop competency statements for priority areas based on tasks; (3) survey employers and analyze data to determine common and unique competencies; (4) develop task inventories; (5) survey employers and analyze data from task analyses; (6) develop instruments for performance and program standards; and (7) survey educators and employers, analyze data, and revise standard statements. The performance standards, based on task analyses, competency studies, and program standards, will serve as a basis for developing new programs and evaluting existing ones. The standards will also facilitate articulation of textiles and clothing programs between secondary, postsecondary, and four-year institutions.

CC000034 $76,830 Wilson

A Project to Develop Performance-Based Instruction Through Task Analyses and Inservice Programs.

PROJECT DIRECTOR: Ledoux, Clarence E.
ORGANIZATION: Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
ADDRESS: P.O. Box 44064, Capitol Station, Baton Rouge, LA 70804. (504) 342-3522
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Louisiana Congressional District Number 6
GRANT: OEG-00-77-00865
PROJECT: 498AH70008
FY77-$76,830 01-Jul-77 TO 30-Jun-79
DESCRIPTORS: Catalogs, *Curriculum Development, *Inservice Programs, Interviews, Literature Reviews, Occupational Information, *Performance Based Education, *Task Analysis
IDENTIFIERS: *V-TECS

Objectives of this project are to (1) make an analysis of incumbent workers within occupational areas to be identified by the V-TECS Board of Directors, (2) develop catalogs of performance objectives and criterion-referenced measures in the identified occupational areas, (3) utilize the performance objectives catalog in designing curriculum materials, and (4) disseminate the catalogs for use in curriculum development. Task statement surveys developed through a literature search and incumbent worker interviews will be administered to a stratified random sampling of incumbent workers holding jobs classified within selected domains. Populations are to be identified from businesses and industries located in Louisiana. Curriculum materials will be prepared for instructional purposes utilizing previously developed catalogs. Dissemination of catalogs will be accomplished utilizing an inservice training plan.

CC000035 $124,715 Wilson

A Curriculum Management System for Instructing the Handicapped (Project HIRE).

PROJECT DIRECTOR: Gardner, David C.
ORGANIZATION: Boston Univ., Mass. School of Education.
ADDRESS: 767 Commonwealth Ave., Boston, MA 02215. (617) 353-3218
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational

and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Massachusetts Congressional District Number 8
GRANT: OEG-00-77-01947
PROJECT: 498AH70309
FY77-$124,715 15-Aug-77 TO 30-Jun-79
DESCRIPTORS: Cooks, *Curriculum Development, Graphic Arts, *Handicapped Students, Instructional Materials, Metal Working Occupations, Nurses Aides, Senior High Schools, *Special Education Teachers, Team Training, Trade and Industrial Education, *Vocational Education Teachers, *Vocational High Schools, Workshops

The purpose of this project is to develop a curriculum management system for instructing handicapped students enrolled in vocational high schools. The project will (1) develop and test new strategies and standards for utilizing teams of vocational education and special education personnel, supported and directed by university specialists, in the planning, development, and testing of curriculum and instructional materials for use in resource rooms as back-up instructional materials for the regular vocational programs; (2) design, develop, field test, and refine these materials; and (3) disseminate project findings. A team from each of four vocational technical high schools, consisting of two special needs or resource room teachers, two vocational teachers, and the director of special needs, will work with university personnel to develop materials in one of four vocational areas (i.e., culinary arts, graphic arts, nurse's aide, and metal fabrication). Each team will prepare a minimum of three modules, to be pilot tested in the home school, field tested in all four schools, and refined. Results will be published for distribution. Workshops will be held for those with general interest in the project, vocational education personnel, and special education personnel.

CC000036 $73,765 Wilson

A Proposal to Develop and Test Improved Procedures For the Development and Distribution of Quality Individualized Mediated Instructional Materials in Vocational Education.

PROJECT DIRECTOR: Fielding, Marvin
ORGANIZATION: State Fair Community Coll., Sedalia, Mo.
ADDRESS: 1900 Clarendon Road, Sedalia, MO 65301. (816) 826-7100
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Missouri Congressional District Number 4
GRANT: OEG-00-77-02062
PROJECT: 498AH70379
FY77-$73,765 01-Oct-77 TO 31-Mar-79
DESCRIPTORS: Agricultural Education, Business Education, Costs, *Curriculum Development, Health Occupations Education, *Individualized Curriculum, Information Dissemination, Instructional Materials, Manuals, *Teacher Developed Materials, Welding

The purpose of this project is to revise or develop effective procedures for developing, field testing, reproducing, and disseminating individualized mediated instructional materials. This project will (1) develop and test procedures for improving teacher input in individualized curriculum development; (2) develop or revise a maximum of sixty modules of individualized instruction; (3) develop and test methodology for evaluating the effectiveness of teacher-prepared individualized instructional materials; (4) develop a system to reproduce and disseminate mediated instructional materials; and (5)collect and analyze data that indicates the costs of developing, reproducing, and disseminating these materials. Competencies required by instructors to develop individualized instructional materials will be identified and a curriculum development manual prepared. Individualized instructional modules will be developed by instructors in the occupational areas of agriculture, business and office, health, welding, and pre-employment training. Procedures will be identified or developed to evaluate the effectiveness of these modules during field testing. A system for reproducing and disseminating individualized modules will be established.

CC000037 $25,307 Wilson

Curriculum Activity Planning for Schools.

PROJECT DIRECTOR: Faust, John R.
ORGANIZATION: Keene State Coll, N.H.
ADDRESS: Cheshire House, Winchester Street, Keene, NH 03431. (603) 352-1909, Ext. 291
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: New Hampshire Congressional District Number 2
GRANT: OEG-00-77-00862
PROJECT: 498AH70021
FY77-$25,307 01-Jul-77 TO 30-Jun-79
DESCRIPTORS: *Curriculum Development, *Curriculum Planning, *Inservice Teacher Education, Secondary Education, Statewide Planning, *Vocational High Schools, Workshops

The objectives of this project are to establish a curriculum content format that will be acceptable statewide, train a corps of selected local vocational educators as curriculum leaders, and provide state vocational education leadership with a suggested comprehensive long-range plan for curriculum revision and development for New Hampshire's secondary vocational centers. Procedures will be to (1) research and develop a recommended curriculum content format to be presented to a statewide review committee for adoption by state and local administrators and instructors, (2) design and conduct training workshops concerning instructional system development for locally selected instructors who will provide curriculum leadership in their secondary school area vocational centers, and (3) research and write a recommended long-range plan for curriculum revision and development for New Hampshire's secondary area vocational centers.

CC000038 $70,272 DiCola

Linkage Strategies for Program Development in Postsecondary Adult Vocational Education.

PROJECT DIRECTOR: Darkenwald, Gordon G.
ORGANIZATION: Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
ADDRESS: 10 Seminary Place, New Brunswick, NJ 08903. (201) 932-7448
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: New Jersey Congressional District Number 15
GRANT: OEG-00-77-00864
PROJECT: 498AH70039
FY77-$70,272 01-Jul-77 TO 31-Mar-79
DESCRIPTORS: Administrator Guides, *Adult Vocational Education, Cost Effectiveness, Data Analysis, *Educational Strategies, Manuals, National Surveys, Post Secondary Education, *Program Development, *School Community Relationship, *School Industry Relationship

The purpose of the project is to identify strategies for program development through collaborative linkages between adult vocational education agencies and other resource systems in the community. Specific objectives include (1) an analysis of the ecology of existing linkage networks involving postsecondary adult vocational education and other resource systems such as industry and labor, (2) identification of alternative linkage targets and specific linkage strategies to maximize resources while minimizing costs, (3) identification of costs and benefits to adult vocational education of the major linkage alternatives, and (4) an analysis of the relationship between the nature and extent of linkage utilization and program effectiveness. Field and survey techniques will be used to develop, test, and refine a theory of practice specific to linkage development in adult vocational education. Phase I will consist of intensive field study in four to six New Jersey counties with a primary focus on community college programming. Linkage relationships will be studied in depth in the context of the total ecology of relevant resource systems. Systematic comparative analysis will be used to identify key variables that affect linkage processes and outcomes. Phase II will test and refine Phase I findings through a national survey of adult vocational education agencies. Project outcomes will be distilled into a practice-oriented program development manual for adult vocational education directors. The manual will set forth practical, step-by-step guidelines for maximizing resources through interagency linkages.

CC000039 **$94,528** **Wilson**

Development of a Comprehensive Curriculum Management System.

PROJECT DIRECTOR: Ortiz, Luis Rafael
ORGANIZATION: Puerto Rico State Dept. of Education, Hato Rey.
ADDRESS: California & Cesar Gonzalez Streets, Hato Rey, PR 00919. (809) 764-1100
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Puerto Rico Congressional District At Large
GRANT: OEG-00-77-03027
PROJECT: 498AH70220
FY77-$94,528 01-Oct-77 TO 30-Sep-79
DESCRIPTORS: *Curriculum Development, *Curriculum Evaluation, Decision Making, Job Analysis, *Management Systems, Needs Assessment, Teaching Guides

The objectives of this project are to implement an improved system for curriculum development and management built upon the existing system in use within the Vocational, Technical, and High Skills Education Programs, and develop a management plan for curriculum and instructional development and improvement that draws together, supplements, and articulates procedures now in use. The planned Comprehensive Curriculum Management System will be developed in five phases: (1) identification and description of existing system, (2) description of desired system, (3) needs assessment, (4) strategies to deliver the desired system, and (5) evaluation and improvement of the system. A determination will be made on the desired system based on conceptual curriculum guides, and a needs assessment will be established for the desired project implementation. Following a determination of needed improvements, procedures will be designed for identifying the content of the courses of instruction embracing various elements. Procedures for categorization and codification of tasks, operations, and units with job analysis charts will be developed along with procedures for the improvement of teachers' utilization of occupational analysis charts, modules, and teacher guides. Procedures for a management plan will also be developed to include ways of identifying curriculum decision-makers and their responsibilities, kinds of decisions to be made, and required information and feedback. Development of a decision-making process, information support system, and management and contract system will likewise be carried out.

CC000040 **$425,783** **Dodrill**

Implementation of Experience-Based Career Education.

PROJECT DIRECTOR: Ryals, Harold
ORGANIZATION: Conecuh County Board of Education, Evergreen, Ala. Dept. of Career Education.
ADDRESS: P.O. Box 388, Evergreen, AL 36401. (205) 578-1350
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Alabama Congressional District Number 3
GRANT: OEG-04-76-03000
PROJECT: 498AH80062
FY76-$132,013 28-Sep-76 TO 27-Sep-77;
FY77-$146,757 28-Sep-77 TO 27-Sep-78;
FY78-$147,013 28-Sep-78 TO 27-Sep-79
DESCRIPTORS: *Career Education, Secondary Education, *Student Centered Curriculum, Vocational Counseling
IDENTIFIERS: *Experience Based Career Education

The project objectives are to enable students to integrate career decision-making skills, basic skills, life skills, and job-related skills in such a way that they can make a vocational decision that will lead directly to college, vocational-technical school, or job entry. Developed around the Northwest Regional Educational Laboratory model, the Experience-Based Career Education (EBCE) program will be student centered. Diagnostic data will be gathered to develop a student profile. From this a learning plan is negotiated between the student and staff based on a continuous process of assessment, prescription, evaluation, and integration. The curriculum involves integration of instruction in basic skills (math, social studies, communication, and science), life skills (e.g., personal, social, and citizenship development), and career development (through career exploration experiences in the community). A mobile classroom will serve as a learning center at each of four high schools, headquarters for participating students from that school. The Appalachia Educational Laboratory will conduct a third-party evaluation of the project. The program will result in issuance of a high school diploma that is backed by experience that lends credibility to the diploma, dissemination of program procedures and results to interested agencies or groups, and reduction in the youth unemployment rate in the area.

CC000041 **$278,757** **Dodrill**

Planning Project for the Further Development and Demonstration of the Instructional Strategies, Methods, and Techniques of the National Institute of Education's Experience-Based Career Program.

PROJECT DIRECTOR: Harvey, Alton
ORGANIZATION: Mobile County Public Schools, Ala. Div. of Curriculum and Instruction.
ADDRESS: P.O. Box 1327, Mobile, AL 36601. (205) 690-8354
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Alabama Congressional District Number 1
GRANT: OEG-04-77-03000
PROJECT: 498AH80045
FY77-$132,000 01-Dec-76 TO 30-Nov-77;
FY78-$146,757 01-Dec-77 TO 30-Nov-78
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: December 1, 1976-November 30, 1979.
DESCRIPTORS: *Career Education, Cluster Grouping, Group Guidance, Individualized Instruction,

*Program Development, Secondary Education
IDENTIFIERS: *Experience Based Career Education

The project's purpose is the further development and demonstration of the instructional strategies, methods, and techniques of the National Institute of Education's Experience- Based Career Education program in conjunction with an in-school cluster program structure, designed for occupational exploration and initial job preparation, as defined in Priority Area II. The Research for Better Schools (RBS) model for program implementation will be used. This will permit the program to be installed, field tested, revised, and stabilized during a three year phase-in period. The program will be implemented at one high school. In the first year, a limited number of students will take part in all program components. During the first year, exploration and specialization activities will be offered on an afternoon basis only. Second year participation will be 100-200 students, while third year participation will be from 200-300 students. A steering committee will be responsible for selecting the high school on a competitive basis. The Career Development component will provide for the improvement of student career development through experimental learning activities throughout the community. The Career Guidance component will provide for the improvement of student career development through a program of group guidance instruction. The Academic Resource Center will be concerned with the improvement of student career development through a program of individualized instruction in English and mathematics.

CC000042 $309,797 Thiel

Occupational Cluster/Experience Project.

PROJECT DIRECTOR: Gilman, J. M.
ORGANIZATION: Cordova Public Schools, Alaska.
ADDRESS: P.O. Box 140, Cordova, AK 99574. (907) 424-3266
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Alaska Congressional District Number 6
GRANT: OEG-10-76-00075
PROJECT: 498AH80076
FY76-$95,154 13-Sep-76 TO 12-Sep-77;
FY77-$109,647 13-Sep-77 TO 12-Sep-78;
FY78-$104,996 13-Sep-78 TO 12-Sep-79
DESCRIPTORS: *Career Exploration, Career Ladders, Individualized Programs, *Occupational Clusters, *School Community Cooperation, Secondary Education
IDENTIFIERS: *Experience Based Career Education

The purpose of the project is to increase the effectiveness of the existing Cordova Junior High School program through expansion of curriculum flexibility which will permit the focus of educational experiences on a wide variety of careers, integration of academic experiences and onsite career exploration, and change in the role of community employers from supervisor/employers to learning guides or teachers. The Northwest Regional Educational Laboratory's Experience-Based Career Education (EBCE) materials and techniques will be used to incorporate a career educational occupational cluster approach at the seventh and eighth grade levels. The Northwest Regional Educational Laboratory will be contracted to provide technical assistance, staff inservice training, and employer training. Five to ten occupational clusters, each including occupational ladders from manual labor through technical and professional levels, will be selected for the first year's program by the community advisory committee and the staff. Individual learning plans for the twenty students will encompass counseling, cluster exploration, and learning site investigation. A third-party evaluation will be conducted by a research laboratory. A total EBCE program in grades 7-12 will be phased in after a three- or four-year period. Descriptive and evaluative information will be provided to other districts and interested parties.

CC000043 $381,318 Thiel

The Tucson Experience-Based Career Education Program.

PROJECT DIRECTOR: Daldrup, Lou Ann
ORGANIZATION: Tucson High School District 1, Ariz.
ADDRESS: P.O. Box 40400, Tucson, AZ 85717. (602) 791-6798
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Arizona Congressional District Number 2
GRANT: OEG-09-76-00178
PROJECT: 498AH80066
FY76-$122,000 01-Oct-76 TO 30-Sep-77;
FY77-$131,264 01-Oct-77 TO 30-Sep-78;
FY78-$128,054 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, Cluster Grouping, *Individualized Programs, Pupil Personnel Services, *School Community Cooperation, Secondary Education
IDENTIFIERS: *Experience Based Career Education

The purpose of the project is the further development, expansion, and dissemination of the district's career education programs through the operation of a career education center which provides for the direct involvement of 300 juniors and seniors and serves as a demonstration program for the district's nine high schools. Objectives are to improve students' attitudes, skills, and knowledge in a number of career areas. Relationships between career clusters and conventional subject areas will be identified, developed, and maintained to facilitate integration of career education concepts into the traditional high school program. Selected aspects of the Experience-Based Career Education (EBCE) model will also be integrated with the in- school, cluster-based curriculum. Developed with the technical assistance of the Northwest Regional Educational Laboratory, the community-based component will include the recruitment, orientation, and training of area employers who will supervise students in career exploration experiences at community work sites, and assignment of students to EBCE teachers who advise and supervise them in the development of individualized learning plans of four nine-week explorations (two or three visits a week). Student placement and follow-up activities will include assistance in job placement or postsecondary program admission. Third-party evaluation of the program will focus on both processes and products (student outcomes). The methods and techniques developed for EBCE and cluster-based instruction will be defined and disseminated to the district's other high school, to nonprofit private and parochial schools, and to other interested districts in Arizona and throughout the country.

CC000044 $384,119 Miller

A Team Approach to Develop and Implement an In-School Cluster Structure Designed for Occupational Exploration and Initial Job Preparation.

PROJECT DIRECTOR: White, Jewel
ORGANIZATION: Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
ADDRESS: Arch Ford Bldg., Capitol Mall, Little Rock, AR 72201. (501) 268-6191
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Arkansas Congressional District Number 2
GRANT: OEG-61-76-00966

PROJECT: 498AH80049
FY76-$120,324 21-Sep-76 TO 20-Sep-77;
FY77-$138,303 21-Sep-77 TO 20-Sep-78;
FY78-$125,492 21-Sep-78 TO 20-Sep-79
DESCRIPTORS: •Career Education, Cluster Grouping, •Individualized Programs, School Community Cooperation, Secondary Education, •Team Teaching
IDENTIFIERS: •Experience Based Career Education

The purpose of the project is the further development and demonstration of the instructional strategies, methods, and techniques of Experience-Based Career Education (EBCE) in coordination with an in-school occupational cluster design. It will give participating high school students the opportunity for occupational exploration and initial job preparation at a variety of community sites. The Arkansas State Education Agency will cooperate with a state postsecondary vocational-technical school and three local education agencies to implement an EBCE program in the three school districts. The Northwest Regional Laboratory will serve as a consultant in utilizing site analysis techniques, employer orientation and recruitment techniques, and individual student learning plans with behaviorally stated objectives. Each school will use a five-member team to staff its project: (1) a school community coordinator, who will be the local project director; (2) a high school counselor, who will be involved in development of a media center as well as individual and group counseling; (3) a career orientation teacher, who will offer a course of occupational information on career clusters; (4) an exploratory teacher, who will develop elective six-week minicourses of one hour per week and individualized learning plans for career exploration in the community; and (5) the general cooperative teacher, who will arrange skill development work experiences in a student's chosen field. Adaptation of the various EBCE techniques will provide a model for all cooperative programs in Arkansas.

CC000045 $413,432 Miller

Colorado Experience-Based Career Education Model (7-10).

PROJECT DIRECTOR: Barnes, Bill
ORGANIZATION: Colorado State Board for Community Colleges and Occupational Education, Denver.
ADDRESS: 207 State Services Bldg., 1525 Sherman Street, Denver, CO 80203. (303) 839-3113
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Colorado Congressional District Number 1
GRANT: OEG-08-76-00111
PROJECT: 498AH80035
FY76-$146,564 01-Sep-76 TO 31-Aug-77;
FY77-$133,434 01-Sep-77 TO 31-Aug-78;
FY78-$133,434 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: •Career Exploration, •Educational Strategies, Models, State School District Relationship
IDENTIFIERS: •Experience Based Career Education

The project objective is to produce a career exploration model for utilization by schools in Colorado. The components and the strategies of the model will contain the necessary inservice programs, implementation plans, evaluation procedures, and other pertinent information for each strategy. Based on the Experience-Based Career Education (EBCE) programs of the Northwest Regional Educational Laboratory and Research for Better Schools, an exploratory model will be pilot tested and field tested in each of four participating sites. The four sites, representative of the schools in Colorado, are in a high plains farming community, a rural isolated mountain community, a predominantly Mexican-American community, and an urban area. The focus of the first year will be to define the major components of the Colorado model, to select appropriate strategies, and to pilot test selected strategies in each of the four schools. The second and third years will include field testing and demonstration of the model at the four sites. Coordinated at the state level, the project will have a state-level project director and a local coordinator employed by each participating school district. Each site will have a district advisory committee, and representatives from the participating schools will form a project steering committee for the development of the model. Project outcomes will be a Colorado model for career exploration, including program components and strategies, and validated implementation plans for four school districts of varying characteristics to guide adoption and adaptation of the model by other school districts.

CC000046 $422,149 Dodrill

Demonstration of NIE's Experience-Based Career Education Program.

PROJECT DIRECTOR: Dole, David
ORGANIZATION: Portland High School, Conn.
ADDRESS: 95 High Street, Portland, CT 06480. (203) 342-1997
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Connecticut Congressional District Number 2
GRANT: OEG-01-76-00051
PROJECT: 498AH80084
FY76-$122,533 17-Sep-76 TO 16-Sep-77;
FY77-$137,533 17-Sep-77 TO 16-Sep-78;
FY78-$162,083 17-Sep-78 TO 16-Sep-79
DESCRIPTORS: Academically Handicapped, •Career Education, Disadvantaged Youth, Handicapped Students, •Occupational Guidance, •School Community Programs, Secondary Education
IDENTIFIERS: •Experience Based Career Education

Specific objectives are to (1) provide a bridge between career-oriented and academics-oriented educational activities; (2) provide students with the personal attitudes and skills required to make effective career decisions; (3) expand and focus student career aspirations; (4) increase student motivation to learn and achieve; (5) increase cooperation between the educational and manpower institutions; (6) broaden occupational opportunities for youth; and (7) provide expanded learning opportunities to students who are academically, socioeconomically, and otherwise handicapped. Major procedures are those provided by the Appalachia Educational Laboratory Experience-Based Career Education (AEL/EBCE) model, which includes a process for organizing and defining the community for learning purposes; a process for developing, maintaining, evaluating, and updating students' programs on an individualized basis; and a process for managing the total EBCE program for accountability. About fifty students will experience documented career and academic experiential learning in the community. Community advice and support will be established through an advisory committee representative of community groups. The Portland School District will seek to institutionalize the EBCE program as an educational alternative for students in Connecticut through eventual creation of a network of EBCE sites and committed institutions across the state.

CC000047 $315,904 Dodrill

Experience-Based Career Education (EBCE).

PROJECT DIRECTOR: Toccafondi, Primo
ORGANIZATION: Newark Board of Education, Del.
ADDRESS: P.O. Box 360, Newark, DE 19711. (302) 731-2452
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington,

D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Delaware Congressional District At Large
GRANT: OEG-03-76-00229
PROJECT: 498AH80079
FY76-$100,532 01-Oct-76 TO 30-Sep-77;
FY77-$107,686 01-Oct-77 TO 30-Sep-78;
FY78-$107,686 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, *Educational Alternatives, *School Community Programs, Secondary Education
IDENTIFIERS: *Experience Based Career Education

The purpose of the project is to provide an alternative program for high school students which will result in a higher level of knowledge and understanding of the relationship between their academic, career, and interpersonal skills and their ultimate success in careers than that of young people in a traditional education program. The Newark School District will adapt and demonstrate the Experience-Based Career Education (EBCE) model, "Community Experience for Career Education," developed by the Northwest Regional Educational Laboratory. The District will establish, maintain, and utilize a network of employer and community sites for student learning activities, with each participating student adapting an instructional program which correlates learning activities in the community with program-defined life skills, basic skills, and career development. A student's activities for each year include ten projects in specific skill areas and five career explorations which demonstrate adequate use of employer/community site resources and opportunities to the satisfaction of staff and employer instructors. Approximately sixty students will be involved in the first year (twenty in each of three high schools), 120 in the second year, and 180 in the third. Alternative strategies will be developed for demonstration and dissemination of EBCE to educational personnel throughout the State of Delaware.

CC000048 $325,596 Dodrill

An Experience-Based Career Education Program for Students in the Comprehensive High Schools.

PROJECT DIRECTOR: Datcher, Ellen F.
ORGANIZATION: District of Columbia Public Schools, Washington, D.C.
ADDRESS: 15th and C Streets, S.E., Washington, D.C. 20003. (202) 724-4553
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: District of Columbia
GRANT: OEG-03-76-00226
PROJECT: 498AH80075
FY76-$108,571 01-Oct-76 TO 30-Sep-77;
FY77-$108,571 01-Oct-77 TO 30-Sep-78;
FY78-$108,454 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, *Individualized Programs, *School Community Programs, Secondary Education, *Urban Education
IDENTIFIERS: *Experience Based Career Education

The goal of the program is to implement a comprehensive, individualized alternate plan of full-time learning for high school students which relies upon active participation of the community to provide direct, non-paying learning experiences in real-life settings as preparation for future careers. The Experience-Based Career Education (EBCE) model developed and tested by the Far West Regional Laboratory will be adapted to meet the needs of District of Columbia students. Key features include (1) enlistment of competent adults from all sectors of the community as partners in the educational process; (2) redefinition of the role of school staff and students in planning and carrying out individualized learning plans geared to academic, interpersonal, career, and basic skills development; and (3) provision of learning activities, primarily at resource sites in the community, supported and supplemented by staff and materials at an EBCE learning center close to the two participating high schools. Students will be recruited from the tenth and eleventh grades on a voluntary basis. The program will serve 100 students in the first year, 200 in the second, and 400 in the third. First-year activities will include recruiting and training staff (including program director, resource analyst, and learning coordinator), selecting a community advisory committee, developing the implementation design and program, and securing a third-party evaluator. A plan will be provided for the assimilation of the EBCE model into the ongoing program of the District of Columbia Public Schools.

CC000049 $411,984 Dodrill

Demonstration of a Secondary and Post-Secondary Experience-Based Career Education Program in Florida.

PROJECT DIRECTOR: Bert, Virginia
ORGANIZATION: Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
ADDRESS: Knott Building, Tallahassee, FL 32304. (904) 488-1831
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Florida Congressional District Number 2
GRANT: OEG-04-77-03001
PROJECT: 498AH80088
FY77-$218,855 01-Jul-77 TO 30-Jun-78;
FY78-$193,129 01-Jul-78 TO 30-Jun-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: July 1, 1977 - June 30, 1980.
DESCRIPTORS: *Career Education, *Consortia, *Educational Alternatives, Post Secondary Education, Secondary Education
IDENTIFIERS: *Experience Based Career Education

The purpose of the project is to further develop, expand, diffuse, demonstrate, and evaluate an educational program which provides an experience-based career education (EBCE) component at the secondary level in three Florida school districts and one postsecondary site. These four components will be extensions to currently operating exemplary career education models. The project will be conducted through a consortium composed of Broward, Pinellas, and Orange school districts, and Manatee Junior College. A steering committee and task force will share experiences related to the development, implementation, and coordination of the respective experience-based career education programs. An orientation to EBCE will be held for participants' parents, and techniques developed for assessing student achievement. A system for developing a continuously expanding catalog of objectives, activities, and resources will be developed. Dissemination activities will be conducted so that the four models may be adapted at secondary and postsecondary levels throughout the state.

CC000050 $491,381 Dodrill

Demonstration of the National Institute of Education's Experience-Based Career Education.

PROJECT DIRECTOR: Fritchley, Ronald L.
ORGANIZATION: Pioneer Cooperative Educational Service Agency, Cleveland, Ga.
ADDRESS: P.O. Box 548, Cleveland, GA 30528. (404) 865-2141
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Georgia Congressional District Number 9

GRANT: OEG-04-76-03001
PROJECT: 498AH80063
FY76-$138,523 09-Sep-76 TO 08-Sep-77;
FY77-$190,345 09-Sep-77 TO 08-Sep-78;
FY78-$162,513 09-Sep-78 TO 08-Sep-79
DESCRIPTORS: •Career Education, •Educational Alternatives, •School Community Programs, Secondary Education
IDENTIFIERS: •Experience Based Career Education

The purpose of the project is to implement and demonstrate the Far West Laboratory (FWL) Experience-Based Career Education (EBCE) model in such a way that students will show growth in the areas of basic skills, self-development, career awareness, decision making, interpersonal skills, and problem solving. Pioneer Cooperative Education Service Agency will serve as fiscal agent and program manager to implement the program in the three Hall County high schools during the first year. Gainesville City and Union County high schools will be added the second year, and all high schools will be operating the third year. Project staff will be trained by FWL in resource development and student project planning. Operation of the model is based on communication, cooperation, and balance between the EBCE school site and resource sites in the community where students observe and participate in career exploration observation and work experiences. In individual and group sessions at the school site, students and learning coordinators plan, discuss, and evaluate learning activities that utilize community resource people, organizations, and other resources. Students will receive credit toward satisfying requirements for a high school diploma for participation in the program. The Northwest Regional Educational Laboratory will conduct a third-party evaluation covering processes, products, and student outcomes in basic skills, career development, and integration of the two. The Georgia Facilitator and National Diffusion Networks will be utilized to disseminate curriculum and staff development materials and processes and other products and results so that EBCE programs may be adapted at other sites.

CC000051 $324,357 Thiel

Holomua Project.

PROJECT DIRECTOR: Triplett, Frank
ORGANIZATION: Hawaii State Dept. of Education, Honolulu, Hawaii Administrative District.
ADDRESS: P.O. Box 2360, Honolulu, HI 96804 (808) 935-5456
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Hawaii Congressional District Number 2
GRANT: OEG-09-76-00182
PROJECT: 498AH80054
FY76-$101,299 01-Sep-76 TO 31-Aug-77;
FY77-$111,529 01-Sep-77 TO 31-Aug-78;
FY78-$111,529 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: •Career Education, •Educational Alternatives, •School Community Programs, Secondary Education
IDENTIFIERS: •Experience Based Career Education

The purpose of this project is to implement and demonstrate an alternative educational program for 165 high school students in which they will have the opportunity to better prepare and develop post high school career plans through direct contacts with adults in real work situations located throughout the community of Hilo. The Experience-Based Career Education (EBCE) project will involve the participation of various elements of the community through a community advisory board which will provide advice and assistance to the Hawaii State Department of Education District Office, which will administer the project. Career stations within the community, provided by cooperating employers from the public and private sectors, will enable participating students to explore and experience various occupations. In addition to ca[illegible]ploration experiences, the program will emphasiz[illegible]vidually prescribed instruction and basic academic [illegible]ils relevant to specified career plans. Instruction in life survival skills (e.g., personal care and health, budgeting and finance, citizenship) will also be included. Research activities will be organized and conducted by a third-party evaluator. Dissemination activities will be conducted so that other education personnel throughout the state may replicate and expand successful program features.

CC000052 $318,400 Thiel

Experience-Based Career Education Implementation and Demonstration Project.

PROJECT DIRECTOR: Matthews, Paul
ORGANIZATION: Pocatello School District 25, Idaho.
ADDRESS: P.O. Box 1766, Pocatello, ID 83201. (208) 233-7100
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Idaho Congressional District Number 2
GRANT: OEG-10-76-00076
PROJECT: 498AH80071
FY76-$94,993 16-Sep-76 TO 15-Sep-77;
FY77-$111,878 16-Sep-77 TO 15-Sep-78;
FY78-$111,529 16-Sep-78 TO 15-Sep-79
DESCRIPTORS: •Career Development, •Career Education, Disadvantaged Youth, •Educational Alternatives, •School Community Programs, Secondary Education
IDENTIFIERS: •Experience Based Career Education

This project is designed to provide young people in the district's schools with a full-time alternative educational program in which student participants will be awarded credit toward high school graduation requirements. Specific objectives are to (1) increase student abilities in basic skill areas; (2) increase knowledge of the world of work and of career development processes and practices; (3) increase life skills essential for transition into adulthood; and (4) develop in young people, parents, community resource people, and employees of participating students a positive attitude toward the program. The Experience-Based Career Education (EBCE) model developed in Tigard, Oregon, under the sponsorship of technical assistance of the Northwest Educational Laboratory will be adapted to the needs of the school district and community of Pocatello. Components include use of the Learning Plan Cycle to develop individual learning plans through a continuous process of assessment, prescription, evaluation, and integration; and learning strategies such as career explorations, competency certification, and employer seminars to help students combine experience in life skills, basic skills, and career development. The program may become a model for all school districts and communities in the State of Idaho by contributing to reduced youth unemployment, creating bridges between school and earning a living, and serving youths who have academic, socioeconomic, or other handicaps.

CC000053 $718,665 Thiel

Illinois Experience-Based Career Education Project.

PROJECT DIRECTOR: McCage, Ronald D.
ORGANIZATION: Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
ADDRESS: 100 North First Street, Springfield, IL 62777. (217) 782-4620
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: Illinois Congressional District Number 50
GRANT: OEG-05-76-00215
PROJECT: 498AH80064
FY76-$238,571 15-Sep-76 TO 14-Sep-77;
FY77-$241,746 15-Sep-77 TO 14-Sep-78;
FY78-$238,348 15-Sep-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, *Individualized Programs, *Rural Education, School Community Cooperation, Secondary Education, *Urban Education, *Vocational Education
IDENTIFIERS: *Experience Based Career Education

Objectives of the project are to (1) better coordinate the efforts of classroom, laboratory, and work experience education, both academic and vocational, to enable students to develop and carry out individualized learning projects in which they apply academic knowledge and skills to solve actual problems in community settings; and (2) allow students to utilize community resources for in-depth exposure to a broader spectrum of careers and to develop skills necessary for sound career choices. The Illinois Office of Education (IOE) will implement, evaluate, and diffuse a comprehensive Experience-Based Career Education (EBCE) program in three school districts. Staff in Sycamore C.U. School District 427 will be implementing EBCE materials developed by the Far West Educational Laboratory (FWEL) in one high school in a rural setting. Joliet Township High School District 204 will implement the FWEL materials in an urban community in three city high schools and two alternate schools under separate administrative heads. Decatur School District 61, a unit school district within an urban community, will use the Northwest Regional Educational Laboratory model in four high schools and two parochial schools through an Area Vocational Center. Thus, three distinct delivery systems will be used to provide individualized career exploration experiences for high school students in their respective communities. Educational Management Services, Inc., will evaluate the total project. After two consecutive years of implementation, evaluation, and internal dissemination within the three districts, technical assistance teams comprised of representatives from each of the three agencies and spearheaded by the IOE will conduct regional awareness conferences/workshops for diffusing EBCE information.

CC000054 $333,400 Thiel

Urban Area Experience-Based Exploration for Career Decisions.

PROJECT DIRECTOR: Hoffman, Wally
ORGANIZATION: Indianapolis Public Schools, Ind.
ADDRESS: 120 East Walnut Street, Indianapolis, IN 46204. (317) 266-4477
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Indiana Congressional District Number 11
GRANT: OEG-05-77-0002
PROJECT: 498AH80046
FY77-$148,970 15-Jan-77 TO 14-Jan-78;
FY78-$184,430 15-Jan-78 TO 30-Jun-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: January 15, 1977-June 30, 1980.
DESCRIPTORS: *Career Education, Occupational Clusters, School Community Cooperation, Secondary Schools, *Student Development, *Urban Education
IDENTIFIERS: *Experience Based Career Education

The purpose of the project is to implement strategies, techniques, and methods of the Northwest Regional Educational Laboratory's Experience-Based Career Education Program into the regular career education program of the Indianapolis Public Schools. Procedures will include the following activities: basic introduction to cluster structure, life-planning skills, competency building, and problem solving techniques. Exploration and/or specialization will take place during a ninety-day work experience in the community during the junior or senior year. There will also be learning site analyses, employer seminars, and study of decision-making skills. Students from eleven schools in the Indianapolis area will have the opportunity to acquire basic life and job entry skills, and will learn how to process career decisions related to those skills and their further education or training.

CC000055 $494,998 Thiel

Expand and Improve the Instructional Strategies, Methods, and Techniques of Research for Better Schools (RBS) Experience-Based Career Education Program with a Currently Existing K-12 Career Education Program.

PROJECT DIRECTOR: Williams, James E.
ORGANIZATION: New Albany-Floyd County School Corp., Ind.
ADDRESS: 506 W. Spring Street, New Albany, IN 47150. (812) 948-8037
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Indiana Congressional District Number 9
GRANT: OEG-05-76-00217
PROJECT: 498AH80069
FY76-$158,700 17-Sep-76 TO 16-Sep-77;
FY77-$168,149 17-Sep-77 TO 16-Sep-78;
FY78-$168,149 17-Sep-78 TO 16-Sep-79
DESCRIPTORS: *Career Education, Cluster Grouping, Elementary Education, *Inservice Programs, *School Community Cooperation, Secondary Education
IDENTIFIERS: *Experience Based Career Education

The purpose of the project is to facilitate improved career decision-making capabilities by expanding student personal, occupational, and curricular awareness and thereby providing students with the knowledge and reality-based experience to make rational decisions related to academic and career plans. The project will adapt the materials and know-how of the Research for Better Schools (RBS) Experience-Based Career Education (EBCE) program to improve the local K-12 career education plan focusing on development of a systemwide EBCE program designed as an elective available to all sophomores, juniors, and seniors in the district. Tasks include (1) realignment and expansion of the established Career Resource Center and its staff responsibilities; (2) orientation and inservice training for career center staff, teachers, administrators, and participating community resource site personnel; (3) screening and selection of specific community resource sites; (4) development of uniform student exploration-investigation procedures and requirements; and (5) establishment of specific onsite inquiry experiences for each community resource facility. Students will explore and investigate career cluster resource sites in the community on an extended first-hand basis. During the tenth and eleventh grades, they may participate in three one-week resource explorations; during the twelfth grade, they may take part in one personalized career investigation experience one day a week for nine consecutive weeks. New Educational Directors, Inc., will conduct a third-party evaluation of the program. The Consolidated School Corporation will disseminate career education information products to all interested school corporations throughout the state of Indiana. Local education agencies will be given packets during inservice workshops and/or during career education sharing conferences.

CC000056 $424,348 Miller

An Experience-Based Career Education Project for a League of Secondary Schools in Merged Area V, State of Iowa.

PROJECT DIRECTOR: Larson, Carl
ORGANIZATION: Iowa Central Community Coll., Fort Dodge. Career Education Div.
ADDRESS: 330 Avenue M, Fort Dodge, IA 50501. (515) 576-3103
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Iowa Congressional District Number 6
GRANT: OEG-07-76-00090
PROJECT: 498AH80058
FY76-$134,479 01-Oct-76 TO 30-Sep-77;
FY77-$153,616 01-Oct-77 TO 30-Sep-78;
FY78-$136,253 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, Career Opportunities, *Experiential Learning, *Rural Education, *Rural Schools, *School Community Programs, School Industry Relationship, Secondary Education
IDENTIFIERS: *Experience Based Career Education

Project objectives are to (1) demonstrate and evaluate the Experience-Based Career Education model developed by the Appalachia Educational Laboratory (EBCE-AEL); (2) increase interaction between the school and the community in the education of their youth; (3) provide for volunteer students, through experiential learning opportunities, an awareness of career opportunities other than that preferred by Iowa's traditional exploratory programs; (4) demonstrate the EBCE-AEL model in a rural setting; and (5) help students achieve a series of specific career development goals. Iowa Central Community College will act as the facilitator and provide the necessary staff and facilities for thirty-three local high schools to implement the EBCE-AEL model. Activities include establishment of a steering committee of school administrators and business and industry leaders; hiring and training of learning coordinators to facilitate activities of students; orientation of and coordination with school administrative and guidance staffs, students, parents, and business and industry management personnel; and conduct of the program in the college learning centers and at the local town experience sites. Anticipated project outcomes are the demonstration that the EBCE-AEL model can be adapted to serve the needs of students in the rural areas of Iowa, demonstration that this alternative education program through experiential learning activities will provide experiences for high school students which will help them make wise career choices, achievement of greater interaction between schools and communities in the education of youth, and demonstration that this program is cost effective and organizationally compatible with existing school curriculum.

CC000057 $400,850 Miller

Wichita Experience-Based Career Education Project.

PROJECT DIRECTOR: Best, Kenneth G.
ORGANIZATION: Wichita Public Schools, Kans.
ADDRESS: 428 South Broadway, Wichita, KS 67202. (913) 268-7845
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Kansas Congressional District Number 4
GRANT: OEG-07-76-00091
PROJECT: 498AH80059
FY76-$126,624 01-Oct-76 TO 30-Sep-77;
FY77-$145,019 01-Oct-77 TO 30-Sep-78;
FY78-$129,207 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, *Educational Alternatives, *Individualized Programs, Instructor Coordinators, School Community Cooperation, Secondary Education
IDENTIFIERS: *Experience Based Career Education

The goals of the project are to adopt the Appalachia Educational Laboratory's model of Experience-Based Career Education (EBCE) as a comprehensive alternative to high school by providing students with access to adults and adult environments throughout the community; and provide for students, in addition to the basic academic skills, the development and refinement of career decision-making skills, job-related skills, and other life-role skills including those related to the family, community, and politics. The first semester will be utilized in learning coordinator training, recruiting sites, site analysis, developing cross reference catalogs for each discipline, writing learning site experience guides, implementing the formative and summative evaluation plan, and other prerequisites to student participation. Each student will select or be assigned to a learning coordinator who will be responsible for the development of the individualized learning plans of approximately twenty-five students. Additionally, each learning coordinator will be a member of an interdisciplinary Learner, Instruction-Facilitator Team (LIFT) of approximately 300 students and twelve coordinators. The entire high school will then be comprised of six LIFTs with the potential for EBCE opportunities available to all 1800 students by the end of the third year. Wichita High School East can serve as a demonstration site with the capability of offering technical assistance to others in Kansas and the Midwest who wish to adopt EBCE.

CC000058 $413,429 Dodrill

Experience-Based Career Education.

PROJECT DIRECTOR: Ruhlin, Fran
ORGANIZATION: Fayette County Public Schools, Lexington, KY.
ADDRESS: 701 East Main Street, Lexington, KY 40502. (606) 259-1411
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Kentucky Congressional District Number 6
GRANT: OEG-04-76-03002
PROJECT: 498AH80043
FY76-$127,857 28-Sep-76 TO 27-Sep-77;
FY77-$142,786 28-Sep-77 TO 27-Sep-78;
FY78-$142,786 28-Sep-78 TO 30-Jun-79
DESCRIPTORS: Academically Handicapped, *Career Education, Disadvantaged Youth, Employment Opportunities, Handicapped Students, Individualized Programs, School Community Cooperation, Secondary Education
IDENTIFIERS: *Experience Based Career Education

The purpose of the project is to establish for high school juniors and seniors an alternative approach for completion of a substantial portion of the high school graduation requirements by earning required and elective course credits through community-based activities. Specific objectives are to (1) reduce the level of youth unemployment, (2) create viable working relationships between public education and manpower agencies, (3) broaden occupational aspirations and the opportunities for young people, and (4) provide appropriate educational service for young people who have academic, socioeconomic, or other handicaps. The Experience-Based Career Education (EBCE) model developed and field tested by the Northwest Regional Educational Laboratory will be replicated in the four high schools in the school system with fifty to sixty students in the first year, 100 to 130 in the second, and 140 to 160 in the third. A variety of community employers, agencies, and businesses will cooperate in assisting students with community educational experiences. Students, with teacher directions, will have carefully developed individualized learning plans as a basis for activities which integrate basic academic skills, life skills (such as decision-making processes), and career development (e.g., identifying career interests and job skills). Students will have the opportunity to try out several career fields before deciding on a course of action after high school. An operational EBCE program will continue after federal monies cease, and program implementation information will be disseminated.

CC000059 $467,033 Miller

A Proposal to Implement an EBCE Model.

PROJECT DIRECTOR: Jenks, Houston C.
ORGANIZATION: Saint Charles Parish School Board, Luling, La.
ADDRESS: P.O. Box 46, Luling, LA 70070. (504) 722-1396
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Louisiana Congressional District Number 3
GRANT: OEG-61-76-00969
PROJECT: 498AH80082
FY76-$134,467 27-Sep-76 TO 26-Sep-77;
FY77-$156,326 27-Sep-77 TO 26-Sep-78;
FY78-$176,240 27-Sep-78 TO 26-Sep-79
DESCRIPTORS: *Career Education, English Instruction, *Experiential Learning, Group Counseling, Individualized Instruction, Mathematics Instruction, School Community Cooperation, Secondary Education
IDENTIFIERS: *Experience Based Career Education

In response to the need for effective transition from education to work, the project objectives are to provide a cognitive and affective information base for students including life role and job-related skills, develop decision-making skills of students, and increase academic proficiency in English and mathematics. The Experience-Based Career Education model developed by Research for Better Schools, Inc., will be used to provide a program with three components: (1) Career Development provides experiential learning activities at community sites, allowing access to adults in the work environment, and includes exploration of job clusters and specialization in specific areas; (2) Career Guidance uses group counseling to impart decision-making skills and presents procedures for self-assessment, organizing information, and values clarification; (3) the Academic Resource Center offers individualized instruction in English and mathematics emphasizing student self-direction. In the first year the program will be offered in one high school for forty students. A second high school will be added the second year, increasing enrollment to 140 students. Capacity will increase to 240 in the third year. An alternative to the vocational education experiences is presently available to students.

CC000060 $339,893 Dodrill

Experience-Based Career Education.

PROJECT DIRECTOR: Bagley, Roy
ORGANIZATION: School Administrative District 51, Cumberland Center, Maine.
ADDRESS: Maine Street, Cumberland Center, ME 04021. (207) 829-3343
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Maine Congressional District Number 1
GRANT: OEG-03-76-00050
PROJECT: 498AH80060
FY76-$113,247 17-Sep-76 TO 16-Sep-77;
FY77-$113,323 17-Sep-77 TO 16-Sep-78;
FY78-$113,323 17-Sep-78 TO 16-Sep-79
DESCRIPTORS: *Career Education, *Educational Alternatives, *Individualized Programs, *Inservice Teacher Education, School Community Relationship, Secondary Education
IDENTIFIERS: *Experience Based Career Education

Project objectives are to implement an Experience-Based Career Education (EBCE) model in Cumberland Center that will serve as an alternative to the standard high school program, and demonstrate EBCE and provide technical assistance to potential adopters of EBCE, especially in Region I. The Appalachia Educational Laboratory (AEL) will train staff members in the EBCE model developed at AEL. Each will be trained as a site analyst, prepared to develop community resources into learning sites for student career exploration activities, and as a learning coordinator, prepared to assist students in the development of individualized learning plans that integrate basic skills development with the career development components of the curriculum. Initially two staff members will be involved in resource site development and promotion of community, school, and student awareness of the EBCE program. Two others will work on revising, adapting, and developing the curriculum to meet Greely High School guidelines and the EBCE model. In the first year twenty-five Greely High School students will be involved with learning coordinators and community resource people in implementation of the individualized learning process. The number of participating students will increase to fifty in each semester of the second year and to seventy in each semester of the third. Dissemination activities will include two-week summer workshops for Region I schools. A third-party evaluation will be conducted by New Educational Directions. Over the next three years staff will be trained so that five other EBCE sites will be established in Region I. Supportive data on the effectiveness of EBCE as an alternative to high school education will be disseminated to state career and vocational education personnel as well as to interested national offices.

CC000061 $447,505 Dodrill

Experience-Based Career Education.

PROJECT DIRECTOR: Hall, H. Eugene
ORGANIZATION: Regional Education Service Agency, Cresaptown, Md.
ADDRESS: 13202 6th Avenue, Cresaptown, MD 21502. (301) 729-1604
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Maryland Congressional District Number 6
GRANT: OEG-03-76-00231
PROJECT: 498AH80073
FY76-$142,463 01-Oct-76 TO 30-Sep-77;
FY77-$152,521 01-Oct-77 TO 30-Sep-78;
FY78-$152,521 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: Academically Handicapped, *Career Education, Disadvantaged Youth, Handicapped Students, *School Community Cooperation, Secondary Education, Youth Employment
IDENTIFIERS: *Experience Based Career Education

An alternative high school program will be offered to achieve these goals: (1) provide a bridge between career-oriented and academics-oriented educational activities; (2) provide students with personal attitudes and skills required to make effective career decisions; (3) expand and focus student career aspirations and increase the employability and employment of each student; (4) increase student motivation to learn and achieve; (5) increase cooperation between educational and manpower institutions; (6) broaden occupational opportunities for youth; and (7) provide expanded learning opportunities to students academically, socioeconomically, or otherwise handicapped. The agency will implement the Appalachia Educational Laboratory (AEL) Experience-Based Career Education (EBCE) model for students from two public and one parochial high school in Cumberland. Activities will take place at a former school used as a learning center and at various community experiential sites in the tri-state region. Learning coordinators and experience site analysts will be trained by processes developed by AEL to aid students in the development of individualized learning programs. These will include documented career exploration and academic experiences at various community sites for two to thirteen weeks at each placement. Students will spend one day a week at the learning center in individual conferences with the learning coordinator. The West Virginia University Office of Education Research and Field Services will conduct a third-party evaluation. The project will serve as a demonstration site for extending the EBCE model to all schools in Allegany and Garrett Counties including possible adaptation of the concept among the three community colleges, the state college, and the university.

CC000062 $317,866 Thiel

Experience-Based Career Education Program (EBCE) Project OMEGA.

PROJECT DIRECTOR: Poledink, Paul
ORGANIZATION: Wayne-Westland Community Schools, Mich. Career/Vocational Education Curriculum Div.
ADDRESS: 3712 Williams Street, Wayne, MI 48184. (313) 277-3778
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Michigan Congressional District Number 15
GRANT: OEG-05-77-00001
PROJECT: 498AH80025
FY77-$96,816 29-Jan-77 TO 28-Jan-78;
FY78-$221,050 29-Jan-78 TO 28-Jan-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: January 29, 1977 - January 28, 1980.
DESCRIPTORS: *Career Education, *Educational Alternatives, *School Community Cooperation, School Industry Relationship, Youth Employment
IDENTIFIERS: *Experience Based Career Education

The purpose of the project is to help EBCE students learn about careers, life, other people, and themselves through working with adults and to gain competence in the skills adults need to function effectively in a technological society. Specific objectives are to (1) reduce youth unemployment, (2) bridge the gap between school and work, (3) broaden the occupational aspirations and opportunities education curriculum, (4) cap the career infusion model, (5) blend the program with Exploration Project efforts, and (6) provide other alternatives for students. The Experience-Based Career Education model developed by the Northwest Regional Educational Laboratory (NWREL) will be used with a cross section of the student population at John Glenn High School, Wayne Memorial High School, and the alternate Wayne Evening Youth Program. The stratified random sampling technique will be used. The student cross section will include the economically disadvantaged, gifted and talented, underachiever, overachiever, all ability levels, females and males, and juniors and seniors. All students will have reached at least junior high status before being considered for admission. Students will have access to materials, equipment, and supplies at a learning center at Wayne Memorial High School Annex. Four training seminars will be conducted each year to meet needs of community persons cooperating in the program. Four seminars during the second and the third years will take on different dimensions as different needs are identified. A follow-up of graduates will be used. Materials and techniques developed during the program will be made available to interested persons. Interaction of the program with the community will foster a more positive relationship between the schools and industry. The program will help bridge the education/career gap and provide a viable alternative to students who are not benefiting from existing programs.

CC000063 $331,971 Thiel

Computerized Exploration of Community Experiences for Career Education.

PROJECT DIRECTOR: Freeman, David
ORGANIZATION: Waterford Township School District, Pontiac, Mich.
ADDRESS: 1325 Crescent Lake Road, Pontiac, MI 48054. (313) 674-3191
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Michigan Congressional District Number 19
GRANT: OEG-05-76-00214
PROJECT: 498AH80052
FY76-$110,455 15-Sep-76 TO 14-Sep-77;
FY77-$110,733 15-Sep-77 TO 14-Sep-78;
FY78-$110,783 15-Sep-78 TO 14-Sep-79
DESCRIPTORS: *Career Education, *Experiential Learning, Group Guidance, *Individualized Programs, Occupational Information, *School Community Cooperation, Secondary Education
IDENTIFIERS: *Experience Based Career Education

Project objectives are to provide a systematic and comprehensive program which integrates effective academic growth, career development, and personal/social maturation in such a way that students gain both personal satisfaction and preparation for success in adult roles; involve teachers in developing and implementing a program which meets the identified needs of the students; and gain community cooperation in preparing students for their adult roles as satisfied and successful community members. The Northwest Regional Educational Laboratory's model for Experience-Based Career Education (EBCE) will be adapted and installed in the Waterford School District. Basic curriculum components include: (1) a program of individual student assessment; (2) use of assessment results in negotiation of individual learning plans by students and project staff; (3) short (three- to five-day) and long (three- to thirteen-week) career explorations at community sites in which students encounter people, job tasks, tools, and resources related to occupations of interest; (4) special projects, also at community sites, designed to integrate academic and career education; (5) occupational information seminars of students and employers; and (6) weekly guidance group activities. Specific process models will be implemented for teacher involvement, community relations, project evaluation (by a third party), and dissemination. The project will be transported to other Waterford High Schools so that the EBCE program will be an option for all students in the district. It will also serve as a model for agencies at the state or national level to modify or replicate.

CC000064 $302,994 Thiel

Demonstration of National Institute of Education Experience-Based Career Education Program.

PROJECT DIRECTOR: Driessen, Gerrie
ORGANIZATION: Educational Service Center, Coon Rapids, Minn.
ADDRESS: 11299 Hanson Blvd., N.W., Coon Rapids, MN 55433. (612) 755-8220
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Minnesota Congressional District Number 8
GRANT: OEG-05-77-00197
PROJECT: 498AH80032
FY77-$151,497 01-Jul-77 TO 30-Jun-78;
FY78-$151,497 01-Jul-78 TO 30-Jun-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: July 1, 1977 - June 30, 1980.

DESCRIPTORS: *Career Education, *Control Groups, Guides, Job Skills, *Vocational Maturity
IDENTIFIERS: *Experience Based Career Education

The purpose of the project is to see that Experience-Based Career Education (EBCE) students do as well as or better than two control groups relative to the following broad areas: job skills, career selection, maturation skills, and attitude awareness. Procedures will include (1) interviewing, hiring, and training project staff; (2) identifying and evaluating experience sites; (3) preparing site learning guides; (4) developing local guide books; (5) training experienced site personnel; (6) recruiting students; (7) orienting and placing students at sites; (8) preparing reports; (9) preparing internal evaluation; and (10) requesting funding for 1978-79. Dissemination will be accomplished through published materials and invitations for onsite inspections.

CC000065 $381,092 Dodrill

Experience-Based Career Education.

PROJECT DIRECTOR: Mattison, Bill
ORGANIZATION: Itawamba Community Junior Coll., Tupelo, Miss.
ADDRESS: 653 Eason Blvd. Tupelo, MS 38801. (601) 842-5621
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Mississippi Congressional District Number 1
GRANT: OEG-04-76-03003
PROJECT: 498AH80065
FY76-$117,298 14-Sep-76 TO 13-Sep-77;
FY77-$131,897 14-Sep-77 TO 13-Sep-78;
FY78-$131,897 14-Sep-78 TO 13-Sep-79
DESCRIPTORS: *Cooperative Education, *Disadvantaged Youth, Individualized Programs, *Occupational Guidance, Postsecondary Education, Secondary Education
IDENTIFIERS: *Experience Based Career Education

Objectives are to provide an individualized developmental studies program for educationally disadvantaged students which will include development of reading comprehension and mathematical skills along with career exploration experiences in a nontraditional setting. The project will expand the existing cooperative education program, permitting student exposure to a minimum of three diverse work environments. Selected components of the Appalachia Educational Laboratory's (AEL) Experience-Based Career Education (EBCE) model will be used to provide an individualized fifteen-week course for high school dropouts and graduates. AEL methods to be used are learning site analysis, individualized student learning packages with behaviorally stated objectives, and employer recruitment strategies. A two-week student orientation will include testing, occupational information, and selection by each student of at least three occupations to explore during the twelve-week onsite experience phase. Four days of each week will be spent onsite; the fifth day will be spent on campus for planning and review with the learning coordinator and for study and research in the resource center. During the one-week wrap-up and evaluation sessions students may choose to enter further training or receive job placement assistance. A third-party evaluation will be contracted. Various means of dissemination will be utilized to publicize the program strategies and outcomes throughout the state of Mississippi in the hope that positive elements will be incorporated into other vocational education programs on the secondary and postsecondary levels.

CC000066 $477,513 Miller

Parkway Experience-Based Career Education.

PROJECT DIRECTOR: Garrison, James M.
ORGANIZATION: Parkway School District, Chesterfield, Mo.
ADDRESS: 455 North Woods Mill Road, Chesterfield, MO 63017. (314) 434-8412
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Missouri Congressional District Number 2
GRANT: OEG07-76-00092
PROJECT: 498AH80057
FY76-$156,209 01-Oct-76 TO 30-Sep-77;
FY77-$161,563 01-Oct-77 TO 30-Sep-78;
FY78-$159,741 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, *Manuals, *School Community Cooperation, Secondary Education, *Student Placement, *Suburban Schools
IDENTIFIERS: *Experience Based Career Education

The goals of the project are to (1) create bridges between school and earning a living, broadening occupational aspirations and opportunities for youth; (2) promote cooperation between public education and manpower agencies; and (3) reduce youth unemployment through placement of graduates in an entry-level occupation or a postsecondary training program. The Experience-Based Career Education (EBCE) model developed by the Northwest Regional Educational Laboratory will be implemented in the Parkway School District. The 300 participating students from the eight high schools involved (four public and four nonpublic) will receive diploma credit in academic subjects for completion of career exploration projects in the community. Individual content requirements will be negotiated with each student to organize activities at the work sites around the broad curriculum components of academic, career, and interpersonal skills. A central learning center will serve as home base for the learning experiences of all students. Community-school advisory and steering committees will operate the program under the direction of a program coordinator. Evaluative Research, Inc. will conduct a third-party evaluation. The major product will be a manual describing the methods used to implement the EBCE model in a midwestern suburban school district. A statewide dissemination system will be developed through the Missouri State Department of Education.

CC000067 $321,303 Miller

A Proposal to Develop and Implement into a Comprehensive Career Education Program K-14, Through a Cluster Structure, an EBCE Program in Grades 9-10, in a Three-County, Non-Urban Area in Missouri.

PROJECT DIRECTOR: Kuhlman, Judy
ORGANIZATION: State Fair Community Coll., Sedalia, Mo.
ADDRESS: 1900 Clarendon Road, Sedalia, MO 65301. (816) 826-7100
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Missouri Congressional District Number 4
GRANT: OEG-07-77-00001
PROJECT: 498AH80026
FY77-$161,736 01-Jun-77 TO 31-May-78;
FY78-$159,567 01-Jun-78 TO 31-May-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: June 1, 1977 - May 31, 1980.
DESCRIPTORS: *Career Education, Cluster Group-

ing, Elementary Education, •Occupational Clusters, •Program Development, •Rural Education, Secondary Education

IDENTIFIERS: •Experience Based Career Education

The objectives of the project are to (1) continue a career awareness and career development program in grades K-8 through use of materials previously developed in a Part B program; (2) implement an in-school experience-based program in grades 9-10 utilizing materials from experience-based career education program of the Appalachia Educational Laboratory; (3) expand skill career education training opportunities available to youth in grades 11-12; and (4) expand skill training opportunities for postsecondary, adult, and special needs students through pilot testing of cluster curriculum individualization and mediation of training programs. The project will infuse objectives of the Experience-Based Career Education (EBCE) Program into the existing in-school cluster structures designed for occupation and initial job preparation in ten systems in a three-county area and will focus on career cluster explorations. A site analyst will gather and compile information about possible job experience sites and a community advisory council will be created to assist with program implementation. Learning centers will be established as the project becomes operational, and stress placed on developing effective communication between the community and participating school systems. A monthly newsletter about the project will be distributed and there will be formative and summative evaluation. Students and learning coordinators will work closely together. Survey instruments will be used to determine career awareness and maturity and to attain placement data. The project will promote all aspects of career education and provide experience-based programs at the junior high level in an area covering three counties and will serve as a model for the other rural areas in Missouri.

CC000068 $320,240 Miller

Experience-Based Career Education: Vocational and Career Education - A Model for Expansion and Improvement.

PROJECT DIRECTOR: Jackson, Frances
ORGANIZATION: Great Falls Public Schools, Mont.
ADDRESS: P.O. Box 2428, Great Falls, MT 59403. (406) 791-2185
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Montana Congressional District Number 1
GRANT: OEG-08-76-00112
PROJECT: 498AH80036
FY76-$100,000 01-Sep-76 TO 31-Aug-77;
FY77-$110,120 01-Sep-77 TO 31-Aug-78;
FY78-$110,120 01-Sep-78 TO 30-Jun-79
DESCRIPTORS: Audiovisual Aids, •Career Education, •Cooperative Education, Curriculum Guides, •Individualized Instruction, Manuals, Program Improvement, School Community Cooperation
IDENTIFIERS: •Experience Based Career Education

Project objectives are to (1) identify, develop, and/or implement career programs which are based upon manpower needs and student career interests; (2) implement an up-to-date guidance program; (3) develop a placement system including both information and services; and (4) improve existing programs and student performance in basic skills and specified areas of career development. Selected elements of the Northwest Regional Educational Laboratory's Experience-Based Career Education (EBCE) model will be utilized to develop new programs in cooperative vocational education and work experience and to improve the existing experiential program in the district. Both the developmental and improvement efforts will rely heavily upon the techniques employed for the recruitment and training of persons in the business/industry/labor community to serve as community models and instructors for young people. Emphasis is on individualized instruction including the basic skills of mathematics and language arts. Processes for student career development have been identified as self-awareness, career awareness, career exploration, career preparation, and placement in either work or further training and education. Program components include career-related inschool experience, work and out-of-school experience, supervision in a work environment, and participation in a productive economic role. Placement procedures will be developed with the collaboration of manpower personnel and other agencies having a placement function. Dissemination products will include curriculum guides, a bibliography on bias-free career guidance materials, audiovisual materials, and procedural manuals.

CC000069 $243,753 Miller

Experience-Based Career Education.

PROJECT DIRECTOR: Terman, C. Burnett
ORGANIZATION: Grand Island Public Schools, Nebr.
ADDRESS: 2124 North Lafayette Ave., Grand Island, NE 68801. (308) 384-1430
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Nebraska Congressional District Number 3
GRANT: OEG-07-77-00002
PROJECT: 498AH80044
FY77-$124,026 01-Jul-77 TO 30-Jun-78;
FY78-$119,727 01-Jul-78 TO 30-Jun-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: July 1, 1977 - June 30, 1980.
DESCRIPTORS: •Career Education, •Career Exploration, Educational Alternatives, •Occupational Clusters, Occupational Mobility, Secondary Education
IDENTIFIERS: •Experience Based Career Education

The purpose of the project is to implement a Career-Based Career Education program at Grand Island Senior High School to provide alternative learning modes and content for students. The Experience-Based Career Education program will be initiated by organizing career information and exploratory learning sites into job clusters. Twenty randomly selected students will participate. The program will be expanded to include at least sixty students during its second and third year. The relationship of jobs within and between clusters will be developed so that students will gain an understanding of job mobility. The Northwest Regional Laboratory will provide inservice assistance. Students will explore job sites for three to five days in order to determine which job task they want to pursue. The use of a student career journal, the development of sites, and site instructors will be beneficial to all cooperative education programs. The state department of education will assist in dissemination activities.

CC000070 $353,671 Miller

Experience-Based Career Education (EBCE).

PROJECT DIRECTOR: Grell, Darrell
ORGANIZATION: Lincoln City School District, Nebr.
ADDRESS: P.O. Box 82889, Lincoln, NE 68501. (402) 473-0276
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Nebraska Congressional District Number 1
GRANT: OEG-07-76-00093

PROJECT: 498AH80056
FY76-$109,918 01-Oct-76 TO 30-Sep-77;
FY77-$124,013 01-Oct-77 TO 30-Sep-78;
FY78-$119,740 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, Guidance Services, Individualized Programs, Program Design, School Community Programs, Secondary Education
IDENTIFIERS: *Experience Based Career Education

The project goal is to adapt the Research for Better Schools model to the Experience-Based Career Education (EBCE) program for each high school and install the adaptations over a period of three years. The EBCE model is a comprehensive, individualized, alternative plan of learning which makes maximum use of resources in the community to provide direct experiences for development of career exploration, academic skills, and skills generally required for successful living. The Lincoln EBCE plan has three elements: (1) guidance activities for all tenth grade students involving self-understanding, goal setting, and career education plans; (2) an alternative class schedule of eight-ten hours a week of career exploration experience at community sites, individualized instruction in basic academic areas, regular classes part of the day, and a continuing guidance program to integrate experiences; and (3) specialization experiences for those who want in-depth exploration of a specific career area. Major project activities include designing guidance, exploration, and specialization programs; locating community resources for exploration and specialization experiences; developing resource centers in each school; and providing leadership on district and local levels so that projects can operate with 150-200 students in each school year. The project outcome will be a program conceived of and operated as an integral part of total instructional services of each high school--a program unique to that school but consistent with the established set of characteristics of the EBCE model.

CC000071 $320,714 Thiel

Rural/Secondary/Post-Secondary, EBCE Demonstration.

PROJECT DIRECTOR: Davis, J. Clark; Berasain, Marcia
ORGANIZATION: Western Nevada Community Coll., Carson City.
ADDRESS: 2201 West Nye Lane, Carson City, NV 89701. (702) 885-5070
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Nevada Congressional District Number 1
GRANT: OEG-09-76-00179
PROJECT: 498AH80055
FY76-$106,624 01-Sep-76 TO 31-Aug-77;
FY77-$107,045 01-Sep-77 TO 31-Aug-78;
FY78-$107,045 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: *Career Education, *College Cooperation, *Educational Alternatives, *Rural Education, Secondary Education
IDENTIFIERS: *Experience Based Career Education

Project objectives are to (1) provide students an opportunity to learn the process of career decision-making by direct experience in the local community; (2) give them opportunity to study their academics in the context of experience sites (a community business where students learn with assistance from one or more employees); and (3) help them become more responsible and mature and able to begin developing a conscious and consistent set of values. Implementation of the EBCE program will be based on the model developed by the Northwest Regional Educational Laboratory. Western Nevada Community College (WNCC) will administer the program in cooperation with three rural Nevada county school districts. The three high schools will make facilities available for project students which will be staffed by personnel from the College's comprehensive learning centers in each county. Project directors will maintain liaison with the school districts, with the Northwest Regional Educational Laboratory for orientation, training, and technical assistance, and with an advisory committee on community needs; select and supervise project staff in program development and administration; coordinate program contacts with employers, parents, participating school districts, and governmental agencies; and assist in selection of students and coordination of their activities. This program will provide an alternative to the traditional program for obtaining an accredited high school diploma.

CC000072 $347,701 Miller

Project EXCEL (Experience-Based Career Education Learning Program).

PROJECT DIRECTOR: Fernandez, Edward
ORGANIZATION: Las Cruces School District, N. Mex.
ADDRESS: 301 West Amador, Las Cruces, NM 88001. (505) 526-3341
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: New Mexico Congressional District Number 2
GRANT: OEG-06-76-00965
PROJECT: 498AH80048
FY76-$115,844 09-Sep-76 TO 08-Sep-77;
FY77-$116,013 09-Sep-77 TO 08-Sep-78;
FY78-$115,844 09-Sep-78 TO 31-Aug-79
DESCRIPTORS: *Career Exploration, Cooperative Education, Cooperative Planning, Graduation Requirements, Secondary Education
IDENTIFIERS: *Experience Based Career Education

The purpose of this project is to link the instructional program to the knowledge needed for success on the job by combining a basic academic program (social studies, language, math, and science) with exploratory opportunities in the world of work. Working with a wide spectrum of students from differing academic abilities and socioeconomic groups who have lost interest in traditional school programs, the project staff will divide its time between assisting students to meet high school requirements for graduation and helping them gain knowledge in the world of work through varied exploratory experience in different occupations in the private and public sector and within the school system. The project population will be drawn from the eleventh and twelfth grades of two Las Cruces high schools. Students will be referred by their counselors or principals and will be allowed to participate in the program with parental consent. Thirty students will be enrolled the first year, sixty the second, and seventy-five the third. It is anticipated that this project will result in reduction in the level of youth unemployment, creation of a bridge between school and earning a living, promotion of cooperation between public education and manpower agencies, and broadening of the occupational aspirations and opportunities of youth.

CC000073 $338,348 Dodrill

Project CLETE: Career Learning and Education Through Experience.

PROJECT DIRECTOR: Erath, Marion
ORGANIZATION: High Point Public Schools, N.C.
ADDRESS: P.O. Box 789, High Point, NC 27261. (919(887-3712
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: North Carolina Congressional District Number 6
GRANT: OEG-04-77-03002
PROJECT: 498AH80031

FY77-$169,174 01-Jul-77 TO 30-Jun-78;
FY78-$169,174 01-Jul-78 TO 30-Jun-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: July 1, 1977 - June 30, 1980.
DESCRIPTORS: *Educational Alternatives, Individualized Instruction, School Community Programs, Secondary Education, *Vocational Education
IDENTIFIERS: *Experience Based Career Education

The purpose of the project is to demonstrate an exemplary alternative, traditional vocational education model to present an effective new way to create a bridge between formal school and the world of work for students unable or unwilling to adjust through traditional educational approaches. The High Point Public School System will replicate and demonstrate the Experience-Based Career Education (EBCE) model developed by Research for Better Schools, Inc. Instructional activities will be planned for each student within one or two contexts of career development, career exploration, or career specialization. Career awareness and a general understanding of work settings and the economic system will be the foci of exploration courses to be held at community resource sites. Instruction and facilities for exploration and specialization will be provided by community participants with assistance from the school staff. Group guidance sessions will be held and an academic resource center will provide individualized instruction to students. The project is designed to broaden the occupational aspirations and opportunities for all students. It will focus attention on the elimination of sex-role stereotyping and the reduction of the high level of youth unemployment.

CC000074 $322,939 Miller

Career Education: Planning, Learning, Understanding, Succeeding.

PROJECT DIRECTOR: Tuchscherer, Jerry
ORGANIZATION: North Dakota State Board for Vocational Education, Bismarck.
ADDRESS: 900 East Blvd., Bismarck, ND 58505. (701) 224-2288
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: North Dakota Congressional District Number 1
GRANT: OEG-08-76-00113
PROJECT: 498AH80033
FY76-$105,011 01-Sep-76 TO 31-Aug-77;
FY77-$108,961 01-Sep-77 TO 31-Aug-78;
FY78-$108,967 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: *Career Education, Cluster Grouping, Individualized Programs, *School Community Relationship
IDENTIFIERS: *Experience Based Career Education

Project objectives are to enhance students' self-development, civic responsibility, and economic awareness; help bridge the gap between school and earning a living and provide more occupational opportunities for growth, in order to reduce the level of youth unemployment; and acquaint students with occupational choices in their community along with the education needed to take advantage of those choices. An in-school cluster system of career education will be integrated into an Experience-Based Career Education (EBCE) plan permitting students the option of having a combination of in-school learning opportunities about the broader community environment and the option to cycle out into that environment for short periods of time for exploration and career skill development activities. For the latter (initially, about thirty students), learning strategies include (1) career explorations (three- to five-day student encounters with the people and job tasks related to occupations that interest them at community sites); (2) individualized, problem-centered projects to help blend learning objectives from the Life Skills, Basic Skills, and Career Development curriculum areas in activities performed largely at community sites of their choice; and (3) opportunities to return for longer and more in-depth exploration and skill development at workplaces in the community. Administrative tasks include development and utilization of community and employer site resources and training of employers as supporting staff for the program. A third-party evaluation is also included in the administrative plan. The final product will be a workable plan for implementation of similar programs statewide in districts of various sizes. The plan would be disseminated by state staff.

CC000075 $714,808 Thiel

Six Demonstration Programs for Career Exploration Through EBCE.

PROJECT DIRECTOR: Ford, Jack D.
ORGANIZATION: Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
ADDRESS: 65 S. Front Street, Columbus, OH 43215. (614) 466-5718
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 12
GRANT: OEG-05-76-00216
PROJECT: 498AH80050
FY76-$237,600 01-Oct-76 TO 30-Sep-77;
FY77-$238,604 01-Oct-77 TO 30-Sep-78;
FY78-$238,604 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Exploration, *Individualized Programs, *Inservice Programs, *School Community Programs, Secondary Education
IDENTIFIERS: *Experience Based Career Education

To provide the additional assistance needed in the "Career Education Continuum in Ohio" at grades 9-10 for career exploration to receive full implementation, the Experience-Based Career Education (EBCE) program will assist to (1) identify and recruit community resources, (2) organize information about community resources and schedule exploration experiences, (3) train community resource site staff, (4) provide the teaching staff an organized plan and instructional experiences for individual students, and (5) provide the counseling staff with a career clarification program and materials for helping students with job analysis and exploration selection. Six Ohio local school districts (Akron, Dayton, Minford. Kirtland, Boardman, and Lorain) will implement the EBCE program developed by Research for Better Schools, Inc. in Philadelphia. Each district will adapt the model to its present needs in relationship to the state program. Common elements of all programs, which will be monitored and evaluated by staff at the Ohio State Department of Education, include: exploration at community resource sites, specialization opportunity, site-analysis techniques, and inservice training of community participants. The six participating districts will involve a total of 7,900 students in career exploration activities. Outstanding practices resulting from the project will be shared with the twenty-six other local education agencies to assist in providing inservice and local planning for future implementation and expansion of career education in Ohio.

CC000076 $457,723 Miller

Experience-Based Career Education in Cooperative Vocational Education and Work Experience.

PROJECT DIRECTOR: Kerr, Sam W.
ORGANIZATION: Moore-Norman Area Vocational-Technical School, Okla.
ADDRESS: 4701 N.W. 12th Avenue, Norman, OK 73069. (405) 364-5763
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational

and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Oklahoma Congressional District Number 4
GRANT: OEG-06-76-00968
PROJECT: 498AH80083
FY76-$123,636 15-Sep-76 TO 14-Sep-77;
FY77-$175,909 15-Sep-77 TO 14-Sep-78;
FY78-$158,178 15-Sep-78 TO 31-Aug-79
DESCRIPTORS: Academically Handicapped, *Career Education, *Cooperative Education, Disadvantaged Youth, Handicapped Students, Occupational Guidance, Postsecondary Education, School Community Cooperation, Secondary Education
IDENTIFIERS: *Experience Based Career Education

Objectives of the project are to (1) create bridges between school and earning a living for young people who are still in school, who have left school by graduating or dropping out, or who are in postsecondary programs of vocational education; (2) broaden occupational aspirations and opportunities for youths with special emphasis on those who have academic, socioeconomic, and other handicaps; (3) reduce youth unemployment; (4) reduce the dropout rate of secondary students; and (5) promote cooperation between public education and manpower agencies. Strategies developed by the Appalachia Educational Laboratory (AEL) for Experience-Based Career Education (EBCE) will be used to develop and implement a program in which students will earn credit for onsite career exploration in various occupational areas. Initially, staff trained by AEL will obtain parent and community involvement, recruit and enroll students, and identify and analyze job experience sites in the community. Eleventh and twelfth grade students will be involved in career exploration experiences both at a job site and with the learning coordinator a minimum average of fifteen hours per week. AEL strategies to be used include site analysis techniques, employer orientation and recruitment techniques, and individual student learning plans with behaviorally-stated objectives for student experience-based exploration and cooperative education. A third-party evaluation will be conducted by an Oklahoma teacher training institution. Once in full operation, the program will serve about 150 students per year. As a result of the project, groundwork will be laid to network and institutionalize the EBCE program throughout the state.

CC000077 **$371,206** **Thiel**

Experience-Based Career Education.

PROJECT DIRECTOR: Gallo, Vincent A.
ORGANIZATION: Jackson County Intermediate Education District, Medford, Oreg.
ADDRESS: 17 West 4th Street, Medford, OR 97501 (503) 776-8598
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Oregon Congressional District Number 4
GRANT: OEG-10-76-00077
PROJECT: 498AH80070
FY76-$115,354 17-Sep-76 TO 16-Sep-77;
FY77-$127,926 17-Sep-77 TO 16-Sep-78;
FY78-$127,926 17-Sep-78 TO 16-Sep-79
DESCRIPTORS: *Career Education, Educational Alternatives, Graduation Requirements, Individualized Programs, Models, Secondary Education
IDENTIFIERS: *Experience Based Career Education

The project will be a comprehensive alternative to the regular high school program for eleventh and twelfth grade students, offering credits which fulfill all requirements for graduation. In comparison to students in the regular program, students in the project are expected to (1) achieve a higher level of knowledge and understanding of relationships between their academic, career, and interpersonal skills and their ultimate success in careers; (2) develop in basic academic skills areas; (3) have a significantly lower dropout rate; and (4) develop a more positive self-concept and view learning more positively. Jackson County Intermediate Education District will replicate the Experience-Based Career Education program in Tigard, Oregon. The program will serve all eight secondary schools in Jackson County (150 of the 736 eleventh and twelfth graders during the three-year period) using a facility located in a downtown shopping center office building. Special individual learning programs will be designed, developing and utilizing vocational training sites within the business community and public sector, so that experiential learning will occur through interaction of students and adults in a normal working environment. A third-party evaluation will focus on cost benefits and student academic and vocational progress. Anticipated end products are a model learning center, non-sex stereotyped methods and materials, learning sites, community support for education, and evaluation information. The long range expected result is an increase in the level of youth employment and broadening of occupational aspirations through broader exposure to career options.

CC000078 **$308,778** **Dodrill**

Experience-Based Career Education in Harrisburg.

PROJECT DIRECTOR: Steger, Gerald
ORGANIZATION: Harrisburg School District, Pa.
ADDRESS: 2451 Market Street, Harrisburg, PA 17103 (717) 255-2617
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Pennsylvania Congressional District Number 17
GRANT: OEG-03-76-00225
PROJECT: 498AH80086
FY76-$100,000 01-Oct-76 TO 30-Sep-77;
FY77-$104,387 01-Oct-77 TO 30-Sep-78;
FY78-$104,391 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Development, *Career Education, *Educational Alternatives, Handicapped Students, *School Community Cooperation, Secondary Education
IDENTIFIERS: *Experience Based Career Education

Project objectives are to (1) reduce the continuing high level of youth unemployment; (2) create a bridge between school and earning a living; (3) broaden occupational aspirations and opportunities for young people, emphasizing services for the handicapped; and (4) foster more productive cooperation among the school district, the community at large, the business and industrial communities, and the Pennsylvania State Department of Education. Based on the Experience-Based Career Education (EBCE) model designed and developed at the Appalachia Educational Laboratory, the District will provide high school juniors and seniors academic credit for successful completion of an alternative high school program that includes individualized career exploration experiences of one to thirteen weeks each at three or more job sites in the community. Job site experience at one of four levels (observation, hands-on with no prerequisite skills, hands-on with prerequisites, and instruction) will be integrated with curriculum content of the academic subjects for developing career decision-making, academic, and job-related skills along with those needed for family, community, and political roles. After the first phase of planning, staff training, experience site analysis, and student recruitment, forty students will be involved in the program at Harrisburg High School in the first year and 120 in the second year. Educational Research and Development Associates will be the third-party evaluator. By the third year the program will be functioning as a demonstration site with the Pennsylvania State Department of Education performing most of the outreach and dissemination activities for creating a statewide network of fifteen EBCE district programs by 1980.

CC000079 $415,171 Dodrill

Building Experience-Based Career Education.

PROJECT DIRECTOR: Davis, George
ORGANIZATION: Philadelphia School District, Pa. Div. of Career Education.
ADDRESS: 734 Schuylkill Avenue, Philadelphia, PA 19146. (215) 365-5053
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Pennsylvania Congressional District Number 1
GRANT: OEG-03-76-00230
PROJECT: 498AH80081
FY76-$135,467 01-Oct-76 TO 30-Sep-77;
FY77-$139,854 01-Oct-77 TO 30-Sep-78;
FY78-$139,850 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, Educational Alternatives, Graduation Requirements, *Individualized Programs, Secondary Education, *Urban Education
IDENTIFIERS: *Experience Based Career Education

Project objectives are to make career education, as well as related academic and life skills, available to every secondary student, and demonstrate the adaptability of three Experience-Based Career Education (EBCE) models (as developed by the Far West Regional Education Laboratory, the Northwest Regional Educational Laboratory, and Research for Better Schools) to the needs of the students of the School District of Philadelphia. Three demonstration programs will be developed from these models, a different program in each of three comprehensive, inner-city schools. At the outset, the program will involve 360 students (120 per school) with yearly increases projected both within and beyond the course of this project. Each laboratory will provide the staff development and supportive services necessary to implement the single program for which it is responsible. These include staff development, resource recruitment, instructional strategies and materials, and evaluation. A computerized management system will be utilized to coordinate the resources of the business and industrial community with individual student needs for career exploration. Each participating student will receive credit toward a standard high school diploma by successful completion of career education projects within the community; be actively involved with adults within their normal working environments; and proceed through an individualized learning plan based upon education requirements, individual aspirations, and career goals. A central staff training capability will be created for the implementation of additional programs involving all twenty-three comprehensive high schools in Philadelphia over a seven-year period.

CC000080 $436,698 Dodrill

Experience-Based Career Education.

PROJECT DIRECTOR: Harrington, Jacqueline
ORGANIZATION: Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.
ADDRESS: Hayes Street, Providence, RI 02908. (401) 277-2691
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Rhode Island Congressional District Number 1
GRANT: OEG-03-76-00052
PROJECT: 498AH80078
FY76-$139,264 17-Sep-76 TO 16-Sep-77;
FY77-$148,717 17-Sep-77 TO 16-Sep-78;
FY78-$148,717 17-Sep-78 TO 16-Sep-79
DESCRIPTORS: *Career Education, Secondary Education, Skill Development, *Student Development
IDENTIFIERS: *Experience Based Career Education

The purpose of the project is to give high school students who have not yet made career decisions the opportunity to explore a wide range of jobs, job environments, and job responsibilities while completing required academic work. Objectives for student participation in the program are increased career skills in both cognitive and affective domains, increased self awareness skills, and more relevant basic skill development. Based on the Experience-Based Career Education (EBCE) model developed by Research for Better Schools, Inc. (RBS), the program will be conducted out of two of the state's area vocational facilities. Nine sending communities encompassed in the areas served by the two facilities will participate. During the first year two teachers and two counselors from each of the sending high schools, along with two resource coordinators and two curriculum developers hired by the program, will be trained by RBS in how to implement the model. Each sending high school will operate the career guidance and academic components at its own site, and the community-based career development component will operate out of the area facilities. Staff will be trained to develop employer job sites for student learning experiences and to integrate academic and counseling components with those experiences. The 150 juniors involved in the first year will be doubled in the second year with 300 juniors and seniors served in the third year and thereafter. Participating schools will be prepared to provide EBCE instruction to other staff members. Positive outcomes will be replicated in other Rhode Island areas.

CC000081 $409,032 Dodrill

Experience-Based Career Education.

PROJECT DIRECTOR: Badenoch, Alice
ORGANIZATION: Greenville County School District, Greenville, S.C.
ADDRESS: P.O. Box 2848, Greenville, SC 29602. (803) 288-5863
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: South Carolina Congressional District Number 4
GRANT: OEG-04-76-03004
PROJECT: 498AH80077
FY76-$130,000 20-Sep-76 TO 19-Sep-77;
FY77-$141,243 20-Sep-77 TO 19-Sep-78;
FY78-$137,789 20-Sep-78 TO 30-Sep-79
DESCRIPTORS: *Career Exploration, Curriculum Development, Individual Instruction, Inservice Teacher Education, *School Community Cooperation, Secondary Education
IDENTIFIERS: *Experience Based Career Education

Objectives of the project are to increase student achievement in basic skills and in knowledge of careers, and improve attitudes toward learning environments and toward self; develop lines of communication between Mann High School and business communities, agencies, and other community resources; and develop career education curriculum for each of several clusters of occupations. J. L. Mann High School will be the site for implementing the Research for Better Schools Experience-Based Career Education (EBCE) model, which has three components: career development, career guidance, and academic resource center (individualized instruction in English, economics, and mathematics). The first semester will be devoted to recruitment and analysis of community clusters; inservice training of teachers, counselors, and onsite supervisors; selection and scheduling of students (thirty-six tenth and eleventh graders); and curriculum development for community sites and for the academic resource center. Students will spend two half days in exploratory experiences onsite and the remainder of those days in required or elected courses. On the other three days they will be in the EBCE resource classroom for two hours of individualized instruction in English, economics, and math. Each student will be assigned to a group guidance period twice a week and an individual counseling conference every four weeks. During the second year seventy-two students will participate in the program, 100 students during the third year. Program results will be disseminated to other schools in Greenville County and to the South Carolina Department of Education.

CC000082 $325,683 Miller

Pathfinder: Exploration Through a Cluster Structure Linking Business, Industry, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities for Young People.

PROJECT DIRECTOR: Carlson, Clayton
ORGANIZATION: Watertown Independent School District 14-4, S. Dak.
ADDRESS: 200 Ninth Street, N.E., Watertown, SD 57201. (605) 886-3977
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: South Dakota Congressional District Number 1
GRANT: OEG-08-76-00114
PROJECT: 498AH80037
FY76-$106,725 01-Sep-76 TO 31-Aug-77;
FY77-$109,479 01-Sep-77 TO 31-Aug-78;
FY78-$109,479 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: *Career Education, *Individualized Programs, Models, *Occupational Choice, *School Community Relationship, Skill Development
IDENTIFIERS: *Experience Based Career Education

Project objectives are to provide community-based career experiences to young people who have left high school either by graduation or by dropping out and who wish to explore careers through onsite/community experiences designed to facilitate their decision to enter education or training programs or specific work situations; and to help the community and the schools become partners in meeting individual student needs. Sixty students will be involved in a project which resembles the Community Experience in Career Education program of Experience-Based Career Education (EBCE) in Tigard, Oregon. Site recruitment materials and techniques developed by the Northwest Regional Educational Laboratory will be used to arrange working relationships with area employers and provide them with staff support, program information, skill development, and contact with each other needed to guide, negotiate with, instruct, and evaluate students. Individualized student learning plans will be negotiated between students, staff, and employer instructors. Students will spend fifteen to twenty hours a week exploring careers on job sites and learning about occupations within a cluster framework while refining career selection skills. Individual programs for improving basic academic skills will be coordinated with job site experiences. Students who wish to further develop employable skills in a particular job may arrange for special placement with an employer. A wholly or partially transportable EBCE model will be available for the use and participation of other vocational-technical schools or by private nonprofit schools.

CC000083 $438,778 Dodrill

Demonstration of Experience-Based Career Education in Memphis, Tennessee.

PROJECT DIRECTOR: Campbell, Daniel H.
ORGANIZATION: Memphis City School System, Tenn. Div. of Vocational Education.
ADDRESS: 2597 Avery Street, Memphis, TN 38112. (901) 948-0391
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Tennessee Congressional District Number 8
GRANT: OEG-04-76-03005
PROJECT: 498AH80051
FY76-$136,298 13-Sep-76 TO 12-Sep-77;
FY77-$151,240 13-Sep-77 TO 12-Sep-78;
FY78-$151,240 13-Sep-78 TO 12-Sep-79
DESCRIPTORS: Career Exploration, *Career Opportunities, *Cooperative Education, Job Placement, Occupational Guidance, Secondary Education
IDENTIFIERS: *Experience Based Career Education

The purpose of the project is to provide students with expanded onsite opportunities to explore various related career areas before they select a career specialization area of training. Specific objectives are to provide a total educational system, preparing students either for placement in immediate employment or further education, and help create student awareness of the relationship between careers and the other correlated subjects in the school curriculum. Site analysis techniques, employer orientation and recruitment techniques, and the individual student learning plans of the Research for Better Schools Experience-Based Career Education (EBCE) program will be implemented at Hamilton High School where 120 students will be directly involved each year. Program components include (1) Career Development Orientation in which tenth graders select from fifteen occupational clusters those which they want to explore in once-a-week, five-hour sessions which allow for involvement with participating community resources; (2) Career Experience Component in which eleventh and twelfth graders receive specialization experiences and/or job training in a cooperative work experience program in a local business; and (3) Career Placement Component which includes integration of career information and job readiness material into the regular curriculum and placement of vocational seniors in areas of their training. The project will expand and modify existing cooperative education programs so they can better meet the needs of the students and the community. This implementation and demonstration of EBCE will be a prototype or model for other school systems.

CC000084 $761,975 Miller

San Antonio Experience-Based Career Education Project.

PROJECT DIRECTOR: Lafferty, Bill R.
ORGANIZATION: Education Service Center Region 20, San Antonio, Tex.
ADDRESS: 1550 NE Loop 410, San Antonio, TX 78209. (512) 828-3551
ORG TYPE: State/Local Education Agency
GEOGRAPHIC LOCATION: Texas Congressional District Number 21
GRANT: OEG-06-76-00967
PROJECT: 498AH80085
FY76-$239,545 15-Sep-76 TO 14-Sep-77;
FY77-$242,685 15-Sep-77 TO 14-Sep-78;
FY78-$279,745 15-Sep-78 TO 14-Sep-79
DESCRIPTORS: *Career Education, *Individualized Programs, *School Community Cooperation, Secondary Education
IDENTIFIERS: *Experience Based Career Education

Project goals are: demonstration of an Experience-

Based Career Education (EBCE) program in the bicultural Southwest; increased student development of basic academic skills, life skills, personal and functional competencies, and career development; and development of closer educational ties between the community employer sites and the formal educational institutions of the community. The Education Service Center will coordinate the efforts of two San Antonio school districts (Harlandale and South San Antonio), various community resources, the Northwest Regional Educational Laboratory (which developed the program model), and Research for Better Schools, Inc. (which will conduct the third-party evaluation). Students will be selected from four participating high schools: forty in the first year, eighty in the second, and 120 in the third. Working from an individualized learning plan developed with their learning managers, students will earn diploma credits by (1) completing ten life skills learning projects and five career explorations (two to three weeks each); (2) being certified in twelve functional competencies; (3) visiting ten career awareness community sites (business, industry, government, military, professional, arts, services, etc.); and (4) demonstrating basic academic skills. Each district will maintain a learning center for student and staff headquarters but will share the same community resource sites and employer-instructors. The Education Service Center will coordinate dissemination activities for extending the EBCE model to other school districts throughout the State of Texas.

CC000085 $354,280 Miller

Experience-Based Career Education Project.

PROJECT DIRECTOR: Johnson, Thera
ORGANIZATION: Weber County School District, Ogden, Utah. Div. of Vocational Education.
ADDRESS: 1122 Washington Blvd., Ogden, UT 84404. (801) 394-6661
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Utah Congressional District Number 1
GRANT: OEG-08-76-00115
PROJECT: 498AH80029
FY76-$120,462 01-Sep-76 TO 31-Aug-77;
FY77-$116,909 01-Sep-77 TO 31-Aug-78;
FY78-$116,909 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: *Career Development, *Career Education, Group Guidance, School Community Cooperation, Secondary Education
IDENTIFIERS: *Experience Based Career Education

The program goal is to provide for significant and continuing improvement in the career development and experiential learning opportunities of high school students in areas of career information, decision-making skills, and academic proficiency at a feasible cost to the public. Research for Better Schools, Inc. educational laboratory will be contracted to supply program planning assistance and materials and support services, including staff training workshops and technical assistance for evaluation and dissemination of the Experience-Based Career Education (EBCE) project. The program will center in two school districts and be implemented in four high schools with sixty students participating in the first year, 325 by the third, and 475 by the fifth. In the Career Development Component, shared by the two districts, personnel and facilities outside the school will be utilized in the development and operation of programs which include a series of career exploration mini-courses held at community resource sites, each organized around related career areas and including group and individual activities and independent study projects for further exploration or skill development in a particular career area. Each high school will implement onsite the Academic Resource Center Component (involving individualized instruction in English and mathematics) and the Career Guidance Component, which provides for student career development through a program of group guidance instruction. The program will be an exemplary EBCE project in the state of Utah, serving as a demonstration model which may be replicated in other geographic locations in the state.

CC000086 $477,404 Dodrill

Prince William County Experience-Based Career Education Project.

PROJECT DIRECTOR: Clark, Kent
ORGANIZATION: Prince William County Schools, Manassas, Va.
ADDRESS: P.O. Box 389, Manassas, VA 22110. (703) 791-3111
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Virginia Congressional District Number 8
GRANT: OEG-03-76-00227
PROJECT: 498AH80074
FY76-$148,790 01-Oct-76 TO 30-Sep-77;
FY77-$164,307 01-Oct-77 TO 30-Sep-78;
FY78-$164,307 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, Educational Alternatives, Individualized Curriculum, *School Community Cooperation, Secondary Education
IDENTIFIERS: *Experience Based Career Education

Objectives of the project are to adapt and implement Experience-Based Career Education (EBCE) Community Experiences for Career Education following closely the model in operation in Tigard, Oregon, and develop in program students an increased sense of personal worth and self-confidence in integrating knowledge of a variety of careers with the acquisition of cognitive, interpersonal, and affective skills through participation in a series of planned school and community experiences with identified outcomes. Students from two high schools will be involved at two learning resource sites in the county in an instructional program with three components: basic skills, life skills, and career explorations. Approximately fifty percent of the student's time will be spent using community resources for career explorations and certification in such competencies as using credit, balancing bank accounts, etc. Learning is implemented through student projects, exchange of a student journal with the instructor, individualized materials in basic skills, and observation and training at job sites. During the first semester, staff will be selected and trained and will organize instructional materials, develop the school learning center, recruit students, and develop employer sites and other community resources. An advisory council will be created to suggest and review procedures, and Research for Better Schools, Inc. will conduct a third-party evaluation. A total of 120 students will be involved by the third year. The project will provide a distinctively new program that will substantially bridge the education/career gap and provide a viable alternative to students who are not benefiting from existing programs.

CC000087 $279,229 Thiel

Bellevue's Experience-Based Career Education Program.

PROJECT DIRECTOR: Schulz, James G.
ORGANIZATION: Bellevue Public School District 405, Wash.
ADDRESS: 310 102nd Avenue, N.W., Bellevue, WA 98004. (206) 455-6074
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Washington Congressional District Number 1
GRANT: OEG-10-77-0001
PROJECT: 502AH60110

FY77-$129,150 15-Jan-77 TO 14-Jan-78;
FY78-$150,079 15-Jan-78 TO 14-Jan-79

NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: January 15, 1977 - January 14, 1980.

DESCRIPTORS: *Career Education, *Cluster Grouping, *Individualized Programs, *School Community Cooperation, Secondary Education

IDENTIFIERS: *Experience Based Career Education

The project objectives are to provide students with an increased opportunity to develop self and career understanding through use of a wide variety of community resources and use of strategies, methods, and techniques developed by the Northwest Regional Educational Laboratory Experience-Based Career Education (EBCE) project so they can be used with an in-school clustering system to provide students with exploration and initial skill activities with which to build more complex skills. Fifty high school students in grades 10, 11, and 12 will participate in a planned, individualized program designed to increase understanding of themselves and the educational and occupational opportunities in the community. The students will engage in frequent self assessment and will develop personalized learning plans with the aid of a certificated staff member. Organizations representing a broad community spectrum will be recruited to provide learning sites at which students will observe and participate in planned learning activities for a portion of their school time. Students who wish may investigate several occupational clusters in this manner. Students, who will always have the option of negotiating a program change, will earn credits for a career development course in relation to the quality and quantity of their work. Additional credit may be earned through special project work on an individualized or contract basis negotiated by the student and a staff member. This project will demonstrate how strategies, methods, and techniques developed for an experience-based career education pilot project can be adapted for use with in-school occupational clusters. Through integrating the EBCE program with the existing high school program and involving present staff members, the project will become highly visible. A planned program of information sharing and visitation days will permit other agencies to understand and emulate the program.

CC000088 **$427,866** **Thiel**

Highline District's Vocational Exploratory and Preparatory Program.

PROJECT DIRECTOR: Yormark, Ben A.

ORGANIZATION: Highline Public Schools, Seattle, Wash. Div. of Instructional Career Development.

ADDRESS: 15675 Ambaum Blvd., S.W., Seattle, WA 98166. (206) 433-2366

ORG TYPE: State/Local Education Agency

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: Washington Congressional District Number 7

GRANT: OEG-10-76-00073

PROJECT: 498AH80067
FY76-$132,000 08-Sep-76 TO 07-Sep-77;
FY77-$151,710 08-Sep-77 TO 07-Sep-78;
FY78-$144,156 08-Sep-78 TO 07-Sep-79

DESCRIPTORS: *Career Education, *Career Opportunities, Cluster Grouping, *Occupational Choice, Occupational Guidance, Secondary Education

IDENTIFIERS: *Experience Based Career Education

The project will be directed toward improvement of the vocational education program at the senior high level by (1) bridging the gap between vocational education and the world of work; (2) bridging the gap between vocational guidance and vocational training, (3) improving the placement rate of graduates of vocational programs, and (4) meeting the needs of individual students. When the program is in full operation 300 students will be involved in a vocational exploration and preparation program representing a major adaptation of the Experience-Based Career Education (EBCE) learning strategies developed by the Northwest Regional Educational Laboratory. These will be incorporated into a school-based cluster arrangement which allows students opportunities to examine their own interests and abilities as they relate to employment opportunities, explore the variety of career opportunities available to them, and become involved in preparatory experiences which will qualify them for these employment opportunities. Administrative procedures will focus on development of business-industry linkages; inservice orientation of project staff and community representatives; student recruitment, records, health and safety, and placement and follow-up; special needs affirmative action; budgetary control; facilities; transportation; community relations; dissemination; and third-party evaluation. Management procedures and instructional materials developed will enable school administrators in other districts to initiate similar programs, and instructional programs implemented through this project shall become an integral part of the vocational education program within the Highline School District.

CC000089 **$365,892** **Dodrill**

An Experience-Based Career Education Program.

PROJECT DIRECTOR: Groves, David

ORGANIZATION: Cabell County Vocational Center, Huntington, W.Va.

ADDRESS: 2800 5th Avenue, Huntington, WV 25702. (304) 529-2447

ORG TYPE: State/Local Education Agency

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: West Virginia Congressional District Number 4

GRANT: OEG-03-76-00228

PROJECT: 498AH80080
FY76-$122,338 01-Oct-76 TO 30-Sep-77;
FY77-$121,777 01-Oct-77 TO 30-Sep-78;
FY78-$121,777 01-Oct-78 TO 30-Sep-79

DESCRIPTORS: *Career Education, *Educational Alternatives, *Individualized Instruction, School Community Cooperation, Secondary Education

IDENTIFIERS: *Experience Based Career Education

The primary purpose of the project is to demonstrate Experience-Based Career Education (EBCE) as an alternative school program for tenth grade students based on the model developed by the Appalachia Educational Laboratory (AEL). Objectives focus on experiential learning in the community, individualized instruction and learning, and integrated learning of academic, career, and life role skills to bridge the gap between school and work. Employers, the community, and manpower agencies will have an integral part in planning and conducting the program. Operative and consultative assistance will be provided by a local advisory committee, AEL personnel, the West Virginia State Bureau of Vocational, Technical and Adult Education, and a third-party evaluator. Twenty participants and alternates will be selected from a list of potential students at four high schools in the county. Instead of attending the regular high school program, they will survey job sites in the community; choose the places and jobs of interest to them; and spend a period of time working at many job sites of their career preference. By working with the student on an individual basis, specially trained teachers will turn job experiences into academic experiences, and these into earned high school credits. In the second and third years, fifty work experience sites, twenty students, and a learning coordinator will be added each year. Results of the project will demonstrate to other school districts that the AEL version of EBCE is transportable and is a viable alternative educational program. Interaction of the program with the community will foster a more positive relationship between the schools and industry.

CC000090 $489,960 Thiel

Demonstration of NIE's Experience-Based Career Education Program.

PROJECT DIRECTOR: Nelson, Ronald
ORGANIZATION: Fond du Lac School District, Wis.
ADDRESS: 161 East 1st Street, Fond du Lac, WI 54935. (414) 921-2440
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Wisconsin Congressional District Number 6
GRANT: OEG-05-76-00213
PROJECT: 498AH80053
FY76-$159,740 15-Sep-76 TO 14-Sep-77;
FY77-$170,269 15-Sep-77 TO 14-Sep-78;
FY78-$159,951 15-Sep-78 TO 14-Sep-79
DESCRIPTORS: *Career Development, *Career Education, *Educational Alternatives, Individualized Programs, School Community Cooperation, Secondary Education
IDENTIFIERS: *Experience Based Career Education

The purpose of the project is to demonstrate an exemplary program in vocational education based on the Appalachia Educational Laboratory (AEL) model for Experience-Based Career Education (EBCE), an alternative secondary school program combining academic learning with career preparation for high school juniors and seniors. About sixty students will be involved in an individualized learning program involving first-hand experiences in places where people are employed to produce goods and services. Students will perform nonpaying work tasks as well as observe adults in their work environment. Activities in the work place, four days a week, will be organized jointly by the student and a learning coordinator during the fifth day to yield academic, career, interpersonal, and occupational skills. A variety of work styles will be selected to provide exploration experiences in many career fields. An organization structure composed of school and community representatives will render advisory assistance, and the staff will receive training at AEL and use materials and procedures included in the model to develop and implement the program. The Center for Vocational, Technical, and Adult Education at the University of Wisconsin will conduct a third-party evaluation. After the first year the Fond du Lac project staff will provide demonstration/training/technical assistance to high schools in the North Central States who plan to use the EBCE instructional delivery system.

CC000091 $309,141 Miller

Planning for Change Through Career Education.

PROJECT DIRECTOR: Elliott, Michael J.
ORGANIZATION: Wyoming State Dept. of Education, Cheyenne. Div. of Instructional Services.
ADDRESS: Hathaway Building, Cheyenne, WY 82002. (307) 777-7411
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Wyoming Congressional District At Large
GRANT: OEG-08-76-00116
PROJECT: 498AH80034
FY76-$99,805 01-Sep-76 TO 31-Aug-77;
FY77-$104,868 01-Sep-77 TO 31-Aug-78;
FY78-$104,468 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: *Career Education, Information Dissemination, Program Development, Program Evaluation, *Program Improvement, *State Departments of Education
IDENTIFIERS: *Experience Based Career Education, *Local Education Association (LEA)

The purpose of the project is to provide local education agencies (LEAs) with the means, resources, and processes for effective incremental improvement of their ongoing career education efforts with the adoption-/adaption of the National Institute of Education's Experience-Based Career Education (EBCE) model. The Wyoming State Department of Education will (1) provide assistance to four LEAs in the final preparation of individual management tasks for the first-year implementation plan; (2) provide assistance to the four LEAs in the development of their own unique delivery systems (processes, techniques, materials) for implementing and sustaining EBCE; (3) determine the appropriate EBCE incremental staff implementation needs of the four LEAs through a continuous process of staff individual needs assessment and monitoring; (4) provide other agencies with information about dissemination services available from the state department regarding EBCE demonstration sites in cooperation with the University of Wyoming and Project WINS (Wyoming Innovative Network Schools); and (5) utilize evaluation procedures that generate data necessary to provide corrective feedback to key components of the state assistance process. Successful aspects of the EBCE project will be systematically disseminated and will be integrated into all existing state plans and state curricula areas.

CC000092 $6,997 Thiel

Exemplary Demonstration Project in Cooperative Education.

PROJECT DIRECTOR: Benioni, Patoa
ORGANIZATION: American Samoa Community Coll., Pago Pago.
ADDRESS: P.O. Box 2609, Pago Pago, American Samoa 96799.
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: American Samoa Congressional District At Large
GRANT: OEG-09-76-00180
PROJECT: 498AH80087
FY76-$2,332 01-Sep-76 TO 31-Aug-77;
FY77-$2,333 01-Sep-77 TO 31-Aug-78;
FY78-$2,332 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: *Cooperative Education, Curriculum Development, *On the Job Training, Post Secondary Education, Secondary Education, *Vocational Education
IDENTIFIERS: *Experience Based Career Education

Project objectives are to provide opportunity for secondary and postsecondary students in the territory of American Samoa to have on-the-job experiences in a work setting and provide instruction relating to saleable skills through cooperative arrangement between the college and local employers. Job stations will be identified in the private and government sectors where students will work part-time in areas of their educational major. Agreements between the employers and the American Samoa Community College will be signed to assure that the students will receive occupational training related to their school. The cooperative education coordinator will make periodic visits to the employers to evaluate the students' performance. Grades will be determined by the reports given by the supervisors at the training stations. The program coordinator will be responsible for conducting evaluation and reporting procedures. About 150 students will be involved in the program over the three-year period. Changes in the curriculum content at the secondary and postsecondary levels will be made to reflect current job needs and requirements.

CC000093 $18,237 Thiel

Community-Based Building Maintenance Mechanics Training.

PROJECT DIRECTOR: Rask, Michael L.
ORGANIZATION: Guam Dept. of Education, Agana. Div. of Career and Occupational Education.
ADDRESS: P.O. Box DE, Agana, Guam 96910.
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Guam Congressional District At Large
GRANT: OEG-09-76-00181
PROJECT: 498AH80068
FY76-$6,079 01-Sep-76 TO 31-Aug-77;
FY77-$6,079 01-Sep-77 TO 31-Aug-78;
FY78-$6,079 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: Buildings, Machine Repairmen, *Maintenance, *Trade and Industrial Education
IDENTIFIERS: *Building Maintenance Mechanics Program (BMMP), *Experience Based Career Education

Objectives of the project are to provide students enrolled in the newly implemented Building Maintenance Mechanics Program (BMMP) with adequate experiences relating to commercial structure maintenance so that, upon the completion of the two-year course of study (in-class and community-based), they will be able to transfer smoothly into the Cooperative Work Experience Program for the completion of their training, and to test the feasibility of providing mobility for vocational programs so that students can experience the diversity of building maintenance in a realistic setting. A project serving forty-eight secondary school juniors in the BMMP will be developed and conducted utilizing as training sites various Government of Guam agencies whose facilities represent most structural models. Arrangement will be made with businesses on Guam to utilize their buildings on a limited basis when they have a unique maintenance component. The program will be assisted by a community advisory committee under the direction of the administration of Guam Vocational-Technical High School. A third-party evaluation will be conducted. The project will result in an evaluation of the effectiveness of basing vocational education, prior to paid work experience, on a combined classroom and community program, and a model for other Pacific Basic Educational Systems which are interested in implementing a BMMP relevant to their particular construction materials and techniques.

CC000094 $439,700 Dodrill

Establishment of an Experience-Based Career Education Program in Puerto Rico.

PROJECT DIRECTOR: Rivera de Agostini, Ileana
ORGANIZATION: Puerto Rico State Dept. of Education, Hato Rey.
ADDRESS: Hato Rey, PR 00919. (809) 754-1100
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Puerto Rico Congressional District At Large
GRANT: OEG-02-77-00031
PROJECT: 498AH80072
FY77-$220,043 01-Jul-77 TO 30-Jun-78;
FY78-$219,657 01-Jul-78 TO 30-Jun-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: July 1, 1977-June 30, 1980.
DESCRIPTORS: *Career Development, *Career Education, *Disadvantaged Youth, *Program Improvement, School Community Cooperation, Secondary Education, *Urban Education
IDENTIFIERS: *Experience Based Career Education

The purpose of the project is to implement a model of an Experience-Based Career Education (EBCE) program which will provide high school students with significant and continuing improvement in the career development and experiential learning opportunities, as well as to reduce the gap between school and community. The program will have a three-year duration and will be developed in three phases: installation, stabilization, and demonstration. The project will use three interrelated parts of the Research for Better Schools, Inc. (RBS) model: career development, career guidance, and academic resource center. Project staff will develop resources and materials to initiate projects for students. An Experience-Based Career Education program will be implemented in the Ramon Power High School, located in a socially, economically, and educationally disadvantaged area of the San Juan metropolitan area. Technical assistance from RBS will be sought for model implementation. As a result of the project, students will have acquired skills which will enable them to enter the world of work or to continue college or technical education. Cooperative involvement will increase awareness and understanding of EBCE by school and community participants and contribute to development of participant competencies to develop and operate the program.

CC000095 $162,536 Hamilton

Field Testing Vocational Education Curriculum Specialist Materials.

PROJECT DIRECTOR: Hamilton, Jack
ORGANIZATION: American Institutes for Research, Palo Alto, Calif.
ADDRESS: P.O. Box 1113, Palo Alto, CA 94302. (415) 493-3500
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: California Congressional District Number 9
CONTRACT: OEC-300-78-0562
PROJECT: 498AH80008
FY78-$162,536 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978-September 30, 1981.
DESCRIPTORS: Advisory Committees, *Curriculum Development, *Curriculum Evaluation, Information Dissemination, Learning Modules, Publicize, *Teacher Education Curriculum, Workshops

The purposes of this proposed three-year project are to evaluate the effectiveness of learning with vocational education curriculum specialist (VECS) materials previously developed; to identify and develop procedures for module implementation in teacher education activities in universities, community colleges, and state and local education agencies; and to promote and implement the use of VECS materials. Phase I is concerned with the assessment of the existing VECS modules produced by American Institutes for Research and Washington State University (Pullman), their revision or combination based on the assessment, and the preparation for a field test of the revised materials. Project staff will work closely with vocational educators who have used the materials, potential users of the materials, and an advisory panel of vocational education experts. Procedures are to (1) review the VECS materials, (2) prepare a report of the findings and the proposed treatment of the material in the field test, (3) plan and conduct a project familiarization program, (4) solicit interest from potential field test sites, (5) design a field test of VECS materials sufficient to meet Joint Dissemination Review Panel (JDRP) standards, (6) prepare and reproduce materials for the field test, and (7) prepare field test instrumentation and secure OMB forms clearance. Procedures for Phase II include conducting the field test; synthesizing the findings; revising the modules; printing and disseminating the revised modules to 300 participants in the diffusion workshops, at the consultations, at national conferences, and to commissioners of higher education and directors of vocational education in each state; and designing and preparing a field test for the revised VECS materials with an evaluation design and data analysis plan. Tasks for Phase III include preparing an informative promotional publication, planning and conducting four workshops and follow-up consultations to introduce revised materials to potential users, and preparing the final technical report of the project. Products include 1,000 final revised modules, an informative promotional publication, a project newsletter, and journal articles.

CC000096 $198,534 Gunderson

Bilingual Vocational Education Instructor Competencies.

PROJECT DIRECTOR: Brady, Mary Ella
ORGANIZATION: Kirschner (E. J.) and Associates, Washington, D.C.
ADDRESS: 1100 17th Street, N.W., Washington, DC 20036. (202) 862-9400
ORG TYPE: Profit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: District of Columbia
CONTRACT: OEC-300-78-0588
PROJECT: 498AH0041
FY78-$198,534 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 - March 30, 1980.
DESCRIPTORS: *Bilingual Education, *Bilingual Teachers, Criterion Referenced Tests, English (Second Language), Faculty Development, Literature Reviews, *Performance Based Teacher Education, Publications, State Departments of Education, Workshops

The objectives of this project are to (1) develop "A Monograph for Bilingual Vocational Instructor Competencies" for trainers of instructors for bilingual vocational training programs; (2) develop a list of minimum competencies required by bilingual vocational training instructors who train persons of limited English-speaking ability in job skills and in working in English language environments; (3) construct a criterion referenced test, to be administered individually on a pretest and posttest basis; (4) design and conduct four geographically dispersed information workshops for appropriate state agency personnel and other potential users, providing them with an understanding of bilingual vocational training, instructor training needs, and the uses of the test and of test results; and (5) make the monograph available to the public. In developing the monograph, project staff will establish an advisory panel and enlist the assistance of research and measurement specialists to review literature, identify and validate minimum competencies needed by bilingual vocational training instructors, develop criterion-referenced test items to measure the achievement of the competencies, implement a field study of the tests, revise the forms, administer criterion referenced tests, and select the final competencies. The project will reproduce 200 copies of the monograph for training educational personnel responsible for planning and operating programs to train bilingual vocational instructors.

CC000097 $277,931 Brawner

Vocational Needs for Women Offenders.

PROJECT DIRECTOR: Jenkins, Elaine B.
ORGANIZATION: One America, Inc., Washington, D. C.
ADDRESS: 1625 Eye Street, N.W., Suite 719, Washington, DC 20006. (202) 628-2216
ORG TYPE: Small Business
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: District of Columbia
CONTRACT: OEC-300-78-0506
PROJECT: 498AH80014
FY78-$277,931 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 - March 31, 1980.
DESCRIPTORS: *Correctional Education, Corrective Institutions, Data Analysis, Demonstration Programs, *Females, *Prisoners, Program Effectiveness, Questionnaires, *Surveys, Workshops

This project will review the vocational program for women offenders within state and community-based correctional systems, and identify and document successful vocational training programs. Preliminary tasks are to define the target populations, disseminate information about the project, develop a library of materials and names of resource and contact persons, and identify available data sources. The procedures are to (1) develop criteria for selecting a sample of state institutions, (2) design an instrument to assess the employment-related personal characteristics of women offenders, (3) prepare a justification package for the surveying of correctional institutions and the inmate questionnaire for the Office of Budget and Management, (4) develop criteria for defining successful vocational programs, (5) prepare for a computer analysis of the inmate questionnaires and institutional surveys, (6) conduct site visits at a maximum of nine correctional institutions, (7) analyze data and prepare a draft report presenting findings, (8) prepare a draft monograph of existing and alternative models of vocational training programs, (9) conduct four regional workshops to create an awareness of the exemplary approach to vocational training programs and to review comments on the monograph, and (10) revise, print, and distribute the monograph. The project will provide data on the effectiveness of those programs which seek to provide for the economic re-entry of the woman offender.

CC000098 $271,848 Manchak

Study of Vocational Education Research and Development Systems and Utilization of Products.

PROJECT DIRECTOR: Oppenheim, Norman J.
ORGANIZATION: Network of Innovative Schools, Inc., Andover, Mass.
ADDRESS: 290 South Main Street, Andover, MA 01810. (617) 470-1080
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Massachusetts Congressional District Number 5
CONTRACT: OEC-300-78-0589
PROJECT: 498AH80016
FY78-$271,848 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978-March 30, 1980.
DESCRIPTORS: *Design, *Information Dissemination, *Information Networks, *Interagency Cooperation, Interagency Coordination, Interviews, *Networks, *Research Utilization, Seminars, Workshops

This project seeks to design a national vocational education dissemination and utilization network that will facilitate the use of R & D products; help users to implement, install, adopt or interpret R & D knowledge; and link users with various resource persons in the problem-solving process. Major tasks are (1) development of requirements, criteria, and standards for a national vocational education dissemination and utilization network, (2) descriptive analysis of existing network linkages, (3) development of a draft of future network design, (4) refinement of the network design, (5) development of a final monograph on future network design and an implementation plan, (6) public information and dissemination, and (7) project documentation. The task will be performed in collaboration with the subcontractor, the College of Public Affairs of the American University. To initiate interaction among researchers, policy makers, and educational planners, the project will use three groups of external contributors. These contributors include a group of ten theorists who comprise a national design panel, a group of influential persons who have participated in the evaluation of dissemination and utilization activities in vocational education, and various vocational education constituents from the regional and state levels who benefit from coordination of research and practice. Involvement with these groups will be classified in terms of conceptual interaction, empirical testing of theories, and educative seminars and workshops (for exchanging and reacting to new concepts). The national design panel will review and critique project deliverables. The group of national influentials (to include, among others, representatives from the Subcommittee on Education and Labor of the U.S. House of Representatives, the National Center for Research in Vocational Education, the National Institute of Education, and a State Advisory Council on Vocational Education) will be interviewed as part of the national-level field work to provide information on the effectiveness of existing dissemination systems and data to complete the descriptive analysis, and to identify other national and state-level influentials. The third group will consist of regional and state-level persons and agencies designated as users, linkers, and sources.

CC000099 $268,417 Hamilton

Marketing and Distribution Cluster - Phase 2.

PROJECT DIRECTOR: Regal, Mary Lewis
ORGANIZATION: Contract Research Corp. Education and Human Development, Inc., Belmont, Mass.
ADDRESS: 26 Brighton Street, Belmont, MA 02178. (617) 489-3150
ORG TYPE: Profit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Massachusetts Congressional District Number 11
CONTRACT: OEC-300-78-0409
PROJECT: 498AH80010
FY78-$268,417 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 - September 30, 1981.
DESCRIPTORS: Advisory Committees, *Curriculum Development, *Distributive Education, Field Studies, *Marketing, Occupational Clusters, *Performance Based Education, Publicize, Resource Guides, *Teaching Guides, Workshops

The purpose of this curriculum development project is to develop, test, and diffuse instructional guides for the marketing and distribution subclusters included in distributive education. The procedures of Phase II of this four-phase project consist of completion of a verified and updated taxonomy of competencies of the twenty-one subclusters in marketing and distribution identified in Phase I, development of twenty-one competency-based teacher resource guides, and development of a field test plan. The activities are as follows: (1) assemble advisory panel to provide technical assistance; (2) develop broad content outlines for two new subclusters of entrepreneurship and business services marketing; (3) create a product or service technology category for twenty-one subclusters; (4) verify competencies of the broad content outlines by conducting a verification workshop where selected individuals will determine if an outline is appropriate for the subcluster and the recommended level, has been checked for accurate importance ratings, is reflective of real employer expectation, and is up-to-date; (5) develop draft of resource guides following a similar format with the five major categories of competencies; (6) design a field test of the resource guides; and (7) finalize resource guides and field test plan for submission to the Office of Education for assessment. In Phase III, the project will field test, revise, and print the resource guides; prepare an organizational manual that will provide teachers with a unified perspective for integrating the use of the guide into the established vocational curricula; and plan dissemination activities. Phase IV will consist of four major dissemination activities: development of an audiovisual presentation, development of a promotional flyer, conduct of four regional workshops, and the development of a promotion and distribution plan for use by USOE.

CC000100 $150,632 Pritchard

Individual Educational Plans for Handicapped Students in Vocational Education.

PROJECT DIRECTOR: von Hippel, Caren
ORGANIZATION: Contract Research Corp. Education and Human Development, Inc., Belmont, Mass.
ADDRESS: 26 Brighton Street, Belmont, MA 02178. (617) 489-3150
ORG TYPE: Profit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Massachusetts Congressional District Number 8
CONTRACT: OEC-300-78-0590
PROJECT: 498AH80017
FY78-$150,632 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: Adult Education, Advisory Committees, *Handicapped, *Individualized Programs, Literature Reviews, Out of School Youth, Post Secondary Education, *Professional Training, *Program Guides, Secondary Education, State Supervisors

The objective of this three-year project is to develop the tools (a user's guide and training package) that vocational educators need to develop individual educational plans (IEPs) for handicapped students and to train state level personnel in their use for vocational education, special education, vocational rehabilitation, guidance and counseling, and CETA programs. In the first year, the project will establish an advisory panel; review the literature; and identify, establish criteria for, and assess procedures for developing, implementing, monitoring, and evaluating the IEP approach in vocational education for handicapped students. Procedures for the second year will be to convene the advisory panel, develop outlines for the user's guide and accompanying training package, design instrumentation for and develop a field test plan, field test IEP program development and implementation with the user's guide, and finalize the user's guide and training package. In the third year, the project will develop a training plan, select participants and sites for about ten workshops nationwide, conduct training workshops to prepare the state teams that will train local IEP teams, analyze the workshops, and disseminate the user's guides and training packages.

CC000101 $236,235 Anderson

Media Presentations on Mainstreaming the Handicapped.

PROJECT DIRECTOR: Smith, Roger
ORGANIZATION: WGBH-TV, Boston, Mass.
ADDRESS: 125 Western Avenue, Boston, MA 02134. (617) 787-2544
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Massachusetts Congressional District Number 11
CONTRACT: OEC-300-78-0584
PROJECT: 498AH80040

FY78-$236,235 01-Oct-78 TO 30-Sep-79

NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 - September 30, 1980.

DESCRIPTORS: *Changing Attitudes, *Film Production, Guides, *Handicapped Students, Information Dissemination, Instructional Materials, *Mainstreaming, Post Secondary Education, *Publicize, Public Television, Secondary Education, Vocational Education Teachers

This program will accelerate opportunities for the handicapped by helping to change public attitudes toward handicapped persons and by encouraging educators to take necessary constructive action. The project proposes to (1) plan and produce two half-hour films showing handicapped persons at the secondary and postsecondary vocational education levels in ways most beneficial to educational professionals and the community they represent; (2) plan, produce, and print illustrated books, complementary to the films, detailing exemplary programs for the handicapped and describing them clearly enough to promote adaptation to other settings; (3) plan, produce, and print literature supplementary to the films, comprising an informational brochure and a promotional flyer; and (4) reach a wide public by offering the films to PBS for national public television distribution, promoting the broadcast and dissemination of the films and printed materials, and participating in the national conventions of concerned professional and community organizations. To accomplish these goals, the project will develop and disseminate each film and its accompanying materials in a separate phase, Phase II varying from Phase I only in content. In Phase I, WGBH will convene an advisory committee three times to review current literature; plan and produce the film; plan and produce 18,000 copies of a brochure to introduce the film and assist school administrators, board members, and vocational staff in recognizing how the film can be specifically and generally helpful to their efforts; produce 5,000 copies of the promotional flyers; seek to disseminate the film through PBS distribution to 200 member stations; and develop a comprehensive national promotion campaign. This project will produce two films, two books, and supplementary literature for a broad general audience comprising educational administrators and staff, handicapped people themselves, parents, non-handicapped peers, and the community-at-large that will affect public attitudes toward mainstreaming handicapped persons.

CC000102 $130,100 Wilson

Planning Design for Conducting a National Survey of the Differential Cost of Vocational Education.

PROJECT DIRECTOR: Mohrenweiser, Gary A.

ORGANIZATION: Educational Management Services, Inc., Minneapolis, Minn.

ADDRESS: 4510 West 77th Street, Suite 150, Minneapolis, MN 55435. (612) 831-1819

ORG TYPE: Profit

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: Minnesota Congressional District Number 3

CONTRACT: OEC-300-78-0524

PROJECT: 498AH80012
FY78-$130,100 01-Oct-78 TO 30-Sep-79

NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 - March 30, 1980.

DESCRIPTORS: *Cost Effectiveness, Data Analysis, Data Collection, *Methods, Models, *National Surveys, Post Secondary Education, *Program Costs, Secondary Education

IDENTIFIERS: Differential Cost

The purpose of this project is to document an operational plan to determine the full time equivalent (FTE) cost of vocational education at the secondary and postsecondary levels within the framework of a modified model developed by the Institute for Educational Finance (IEF). The main objectives are to (1) review in detail added costing models and methodology and develop data collection procedures; (2) determine data availability from local and state agencies; (3) develop a modification to the IEF model allowing for the removal of handicapped costs prior to calculation of basic costs; (4) develop, with assistance from the participating state and local agencies, a data collection procedure that will identify direct and indirect FTE costs for various vocational courses and programs at the school, institution, and state levels; (5) cooperatively involve the participating state and local agencies in the design, field testing, and review of the data collection procedures, forms, and procedures for calculating; (6) field test the data collection procedure in a variety of situations at a minimum of nine sites for institutions with diverse programs and data bases; and (7) fully document the procedures, including sampling design, forms, estimated resources requirements, and time demands. The result of this project will be a cost analysis methodology which could be economically applied by local, state, and federal agencies to determine vocational education added costs.

CC000103 $149,376 Hamilton

Credentialing Women's Life Experiences.

PROJECT DIRECTOR: Ekstrom, Ruth

ORGANIZATION: Educational Testing Service, Princeton, N.J.

ADDRESS: Rosedale Road, Princeton, NJ 08541. (609) 921-9000, Ext. 2308

ORG TYPE: Profit

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: New Jersey Congressional District Number 5

CONTRACT: OEC-300-78-0594

PROJECT: 498AH80006
FY78-$149,376 01-Oct-78 TO 30-Sep-79

NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 - September 30, 1981.

DESCRIPTORS: Advanced Placement, Advisory Committees, Apprenticeships, *Credits, Data Collection, Employment Opportunities, *Experiential Learning, Homemaking Skills, Job Training, On the Job Training, State of the Art Reviews, Surveys, *Womens Education, Working Women

IDENTIFIERS: *Transferable Skills

The purpose of this three-phase project is to develop a system that will assess and accredit women's life experiences for entry into employment and entry or advanced placement in vocational education. Phase I objectives include (1) determining the state-of-the-art in establishing the transferability of women's life experiences to employment and to completion of requirements for vocational education programs; (2) establishing an advisory committee including individuals representing Alliance for Displaced Homemakers, Council for the Advancement of Experiential Learning, and the National Advisory Council on Women's Programs to review collected data and project plans and materials; (3) developing and administering an inventory of women's life experiences to determine the most common types of job-relevant life experiences and to collect data on women's employment, on-the-job training, parenting, homemaking, volunteer work, and continuing education experiences; (4) identifying and analyzing competencies derived from the results of the inventory to determine the transferability of the experiences to requirements for twenty selected occupations and for admission to vocational programs; and (5) developing and field testing a system that will encourage and assist employers and educational institutions to consider the career-relevance of women's life experiences. The field test will place 100 women, who are high school graduates, have been homemakers for the predominant part of their adult lives, and have a need to enter the work force, in ten occupations using on-the-job training or apprenticeships and will place 200 women in vocational education programs for training in ten different occupations. Phase II of the project will evaluate the results of the field test to determine how successful the participants have been in their occupational or educational placements. In Phase III, the competency analysis will be revised on the basis of the field test results, and a description of the system and instructions for its use will be published.

CC000104 $180,524 DiCola

Providing Students in Nonprofit Private Schools Access to Publicly Supported Vocational Education Programs.

PROJECT DIRECTOR: Wasdyke, Raymond G.
ORGANIZATION: Educational Testing Service, Princeton, N.J.
ADDRESS: Rosedale Road, Princeton, NJ 08541. (609) 921-9000, Ext. 3243
ORG TYPE: Profit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: New Jersey Congressional District Number 14
CONTRACT: OEC-300-78-0595
PROJECT: 498AH80047
FY78-$180,524 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: Advisory Committees, Audiovisual Aids, *Educational Coordination, *Enrollment, *Information Dissemination, *Private Schools, Program Coordination, *Public Education, School Districts, State Departments of Education, *Vocational Education, Workshops

To increase the participation in publicly funded vocational education programs by students enrolled in nonprofit private schools, this project will develop and disseminate procedures that can be used by state education agencies (SEAs) and local education agencies (LEAs) to ensure greater access to vocational education programs. Specific objectives are to (1) identify significant factors that facilitate access to vocational education programs by nonprofit private school students, (2) develop and field test procedures the SEAs can implement to assure these students' accessibility to vocational programs, and (3) disseminate this information and associated published materials to a wide audience of persons at the state level involved in the administration of vocational education programs. A literature review focusing on the extent and nature of the cooperative relationships between private schools and public education agencies will be conducted to identify the state of the art and current practices relative to accessibility. Project staff will contact SEAs and LEAs to identify and review the programs and procedures used to improve access of students in nonprofit private schools to publicly supported vocational education programs. Significant factors will also be identified through discussions with the LEAs on current policies and procedures affecting accessibility, factors impeding and enhancing private school student participation, and ways in which SEAs can assist LEAs in increasing access. An audiovisual presentation will be developed to orient SEAs, LEAs, and nonprofit private school educators to the use of the various procedures. The project will also develop supporting materials including case studies, simulations, and work exercises to provide "hands-on" training to SEA personnel in the effective use of the procedures and sound/slide presentation. Regional workshops will be conducted to familiarize SEAs with the requirements and benefits regarding nonprofit private school students' access to public vocational education; disseminate the procedures, sound/slide presentation, and supporting materials to the SEAs for use in instructing local educators in the requirements and benefits of the Vocational Education Amendments of 1976; and provide the SEAs with the clinical opportunities to apply these materials to their unique situations. Internal and external evaluations of the project's effectiveness will be conducted by four management systems within the project, an advisory committee, and feedback from SEAs and LEAs.

CC000105 $202,914 Wilson

Accessibility to Vocational Education Facilities and Programs for Handicapped Persons.

PROJECT DIRECTOR: Rice, Eric
ORGANIZATION: System Sciences, Inc., Chapel Hill, N.C.
ADDRESS: 121 South Estes Drive, P.O. Box 2345, Chapel Hill, NC 27514. (919) 929-7116
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: North Carolina Congressional District Number 2
CONTRACT: OEC-300-78-0592
PROJECT: 498AH80005
FY78-$202,914 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978-March 31, 1980.
DESCRIPTORS: Advisory Committees, *Educational Planning, *Facilities, Guidelines, *Handicapped, *Handicapped Students, Information Dissemination, Instructional Materials, *Manuals, School Districts, State Departments of Education, Technical Assistance, *Vocational Education

The specific objectives of the project are to (1) develop, test, and validate a comprehensive, unified planning process for improving the accessibility to vocational education programs and facilities for handicapped persons at the local education agency (LEA) level, a process which will assist those agencies in dealing effectively with both real (objective) and perceived (subjective) barriers; (2) develop materials on the planning process including a media presentation for orienting local administrators and vocational educators, a training package for state agency personnel to use in conducting workshops at the LEA level, and an instructional handbook for use as a guide to the local implementation of the planning process; (3) disseminate the materials to state education agencies (SEAs) for appropriate utilization by LEAs; (4) assist the U.S. Office of Education in providing technical assistance to the states by developing guidelines for working with (SEAs); and (5) develop and implement an evaluation process which will provide follow-up data on short-term and long-term project outcomes. Procedures for Phase I will be to establish and convene a Technical Advisory Group; develop procedures for identifying barriers, alternatives for their removal, and respective comparative costs; develop guidelines for planning for removal of barriers; develop an integrated planning process; plan and conduct a field test; modify the planning process; develop a finalized integrated process of barrier identification, alternatives and guidelines for barrier removal, and cost estimation guide; and develop an evaluation process. Phase II will develop a sound/slide presentation, develop LEA and SEA training packages, plan and conduct LEA and SEA field tests, and modify and revise both training programs. Phase III will develop a dissemination plan; plan, implement, and evaluate regional workshops; develop U.S. Office of Education technical assistance guidelines; develop and implement long-term evaluation; and prepare and submit final reports and summaries. The primary outcome of the project will be improvement in accessibility to programs and facilities with over 150 state education agency personnel throughout the country better prepared to provide technical assistance and training to local education agency personnel in serving handicapped students.

CC000106 **$224,959** DiCola

Assessment of Quality Vocational Education in State Prisons.

PROJECT DIRECTOR: Rice, Eric
ORGANIZATION: System Sciences, Inc., Chapel Hill, N.C.
ADDRESS: P.O. Box 2345, Chapel Hill, NC 27514. (919) 929-7116
ORG TYPE: Profit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: North Carolina Congressional District Number 2
CONTRACT: OEC-300-78-0593
PROJECT: 498AH80030
FY78-$224,959 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 - March 31, 1980.
DESCRIPTORS: Conferences, *Correctional Education, *Corrective Institutions, *Educational Assessment, Employment Opportunities, Information Dissemination, *Program Effectiveness, *Recidivism

This project will produce a packaged comprehensive data base about quality vocational education programs in correctional institutions and a method for data collection and analysis applicable to other studies addressing the training or support service programs provided to incarcerated individuals. It will identify, analyze, describe, and disseminate information about the critical variables, methods, strategies, and procedures that lead to reducing recidivism and increasing post-release employment in vocational education programs in state prisons. Specific objectives for the study include (1)defining, both operationally and quantitatively, program success in terms of relatively lower rates of recidivism and relatively higher rates of post-release employment; (2) distinguishing between the more effective and less effective programs nationwide; (3) analyzing the selected programs to determine the relative impact of critical variables and the relationship of program elements to each other and to reducing recidivism and increasing post-release employment; and (4) planning, conducting, and evaluating regional dissemination sessions for state officials and administrators. Procedures will include establishing and convening a technical advisory group, developing definitions and criteria for checking programs, identifying potential programs, developing instruments for the twenty-seven verification site visits and the in-depth site analyses, training site-visit personnel, planning and conducting site visits, analyzing data and preparing dissemination information and visual aids for the conferences, and planning and conducting the regional dissemination conferences.

CC000107 **$225,927** Wilson

Effective Mechanisms for Facilitating Coordination of Vocational Education Programs with the Youth Employment and Demonstration Projects Act of 1977.

PROJECT DIRECTOR: Drewes, Donald W.
ORGANIZATION: Conserva, Inc., Raleigh, N.C.
ADDRESS: 401 Oberlin Road, Suite 112, Raleigh, NC 27605. (919) 832-7717
ORG TYPE: Profit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: North Carolina Congressional District Number 4
CONTRACT: OEC-300-78-0583
PROJECT: 498AH80004
FY78-$225,927 01-Oct-78 TO 30-Mar-79
NOTE: Project funding period: October 1, 1978 - March 30, 1980.
DESCRIPTORS: Advisory Committees, Educational Development, Evaluation Criteria, Guidelines, Information Dissemination, Job Training, *Program Coordination, *School Industry Relationship, State of the Art Reviews, Technical Assistance, Workshops, *Youth Employment
IDENTIFIERS: YEDPA, *Youth Employment and Demonstration Projects Act

The goal of this project is to identify, describe, and analyze exemplary mechanisms for facilitating coordination of vocational education and eligible prime sponsors under the Youth Employment and Demonstration Project Act (YEDPA) of 1977 and to disseminate the results to a nationwide audience. Project activities will be guided by the following objectives: (1) identify potentially exemplary coordinating mechanisms through nominations from knowledgeable sources and a comprehensive literature review; (2) screen nominations on the basis of existent programmatic information to select those that appear most promising; (3) visit selected program sites to verify existent information and to observe first-hand those processes associated with the genesis and evolution of exemplary coordinating efforts; (4) analyze in depth the collected programmatic data to determine those variables that contribute to successful coordinating ventures; (5) plan, conduct, and evaluate two regional workshops to convey the results of the study and to train participants to provide technical assistance in their respective states; and (6) prepare and generally disseminate guidelines for the implementation of effective mechanisms for facilitating coordination of vocational education and YEDPA programs and services. A Technical Advisory Group will be established to assist in developing standards for assessing the exemplary quality of coordinating mechanisms, identify the mechanisms to be assessed, and review project results and disseminating materials. Formative and summative evaluations will be obtained from technical consultants' assessments, project officer review, Technical Advisory Group critiques, and empirical evaluations. Completion of this study will result in a comprehensive data base which will increase awareness of the potential for integrative action to facilitate the transition from school to work, knowledge that should have a direct impact on increasing the incidence of innovative approaches to resolving the employment problems of youth, and the promotion of institutional change through direct technical assistance.

CC000108 **$245,042** Wilson

State Planning for Delivery of Vocational Education to Special Populations.

PROJECT DIRECTOR: Drewes, Donald W.
ORGANIZATION: Conserva, Inc., Raleigh, N.C.
ADDRESS: 401 Oberlin Road, Suite 112, Raleigh, NC 27605. (919) 832-7717
ORG TYPE: Profit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: North Carolina Congressional District Number 4
CONTRACT: OEC-300-78-0586
PROJECT: 498AH80021
FY78-$245,042 01-Oct-78 TO 31-Mar-80
DESCRIPTORS: Disadvantaged Groups, *Educational Planning, Educational Programs, Educational Strategies, Handicapped, Information Dissemination, Prisoners, *Special Programs, *Special Services, *State Departments of Education, State of the Art Reviews, *Statewide Planning, Workshops
IDENTIFIERS: *Special Needs Subpopulations

The major objectives of this project are to design and develop a comprehensive planning system which states can use to select planning strategies for providing vocational education services to special populations, train state personnel for the implementation of the system in each state, and provide for continued federal assistance to state planning efforts. The special populations include handicapped persons, disadvantaged persons, persons with limited English-speaking abilities, displaced homemakers, single heads of households who lack adequate job skills, homemakers who work part time but who seek full-time employment, those who seek employment in jobs not traditionally held by members of their sex, and inmates in correctional institutions. The major tasks for developing the planning system, which will be structured around revised Management Evaluation Review for Compliance-Quality (MERC-Q) planning instrumentation, are to (1) review the literature and produce a state-of-the-art report; (2) develop and integrate a set of procedures and alternative procedures for each of the MERC-Q planning components which state vocational education agencies (SVEAs) can use in providing vocational education services; (3) field test the system in Pennsylvania, South Carolina, and Texas and revise as necessary; (4) develop a dissemination plan which involves regional workshops, subsequent dissemination in each state by SVEA personnel trained at the workshops, and continuing technical assistance provided by the U.S. Office of Education; (5) develop a two-part slide-tape presentation and other supporting materials; (6) conduct and evaluate three regional workshops; (7) prepare final versions of the system and the supporting materials; and (8) classify the most frequently encountered difficulties in implementing the planning system according to system components and provide alternative strategies that the U.S. Office of Education might employ in assisting states to overcome those obstacles.

CC000109 **$258,649** **Pritchard**

Legislative Provisions for the Improvement of Guidance Programs and Personnel Development.

PROJECT DIRECTOR: Drier, Harry N.
ORGANIZATION: Ohio State Univ., Columbus. Research Foundation.
ADDRESS: 1314 Kinnear Road, Columbus, OH 43212. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0581
PROJECT: 498AH80018
FY78-$258,649 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 - March 31, 1980
DESCRIPTORS: *Federal Legislation, *Guidance Personnel, Guidance Programs, *Information Dissemination, Inservice Programs, Instructional Materials, *Manuals, *Staff Improvement, *State Legislation, Workshops

The purpose of this project is to facilitate improvement of comprehensive programs of career guidance in accordance with relevant provisions of the Education Amendments of 1976 and related federal and state legislation affecting guidance programming and delivery. To this end, the project will identify significant legislation, selected available resource materials, and the competencies required for relevant kinds of planning, management, operating, and evaluation personnel. Specific products that will result include (1) a pilot-tested handbook for training national, regional, state, and local guidance specialists; (2) a handbook describing the program; (3) an audiovisual presentation designed to aid guidance specialists in understanding legislation and supportive resources; and (4) a general audience brochure assessing project outcomes and recommendations for future action. The following workshops will be conducted, using the handbook and training materials, to capacitate over 300 guidance leaders nationwide to train other guidance personnel: a national workshop to train an initial cadre of trainers, four regional workshops at which the initial cadre will train additional teams, and a sufficient number of state-level workshops for the regional and national teams to prepare an average of two teams per state capable of extending similar training to local personnel. Following the distribution of the brochures, a national project dissemination conference will be held for members of decision-making groups for further legislative and legislation-responsive efforts.

CC000110 **$231,990** **Berndt**

Armed Services Materials Conversion.

PROJECT DIRECTOR: Mink, Barbara
ORGANIZATION: Organization and Human Resources Development Associates, Inc., Austin, Tex.
ADDRESS: 1208 Somerset Avenue, Austin, TX 78753. (512) 451-3553
ORG TYPE: Profit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Texas Congressional District Number 10
CONTRACT: OEC-300-78-0563
PROJECT: 498AH80007
FY78-$231,990 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978-September 30, 1980.
DESCRIPTORS: Advisory Committees, *Armed Forces, *Curriculum Development, *Dental Assistants, Instructional Materials, Learning Modules, *Performance Based Education, *Physicians Assistants, Post Secondary Education, Publicize, Teaching Guides

The purposes of this project are to convert armed services dental and medical curriculum materials into separate curricula for dental and physician assistant, to develop a process which can be used as a guide for converting other armed services curriculum materials for civilian education use, and to develop promotional materials to facilitate the use of the curricula. Specific objectives for Phase I include (1) specifying competencies, objectives, sequences, materials, and format for at least ten modules for a dental assistant program and ten modules for a physician assistant program at the postsecondary level; (2) developing competency-based modules and user guidelines; (3) designing and initiating the validation procedure for the modules; (4) documenting the process of converting armed forces materials; and (5) initiating the development of media presentations to promote the objectives of the project. Phase II will validate and obtain final approval of materials developed in Phase I; develop media presentations; and publish and disseminate dental assistant and physician assistant curricula, the product development document, promotional pieces, and an audiovisual presentation. An advisory committee will plan and develop an initial draft of the module. Further procedures for developing each curriculum include revising, pilot testing, field testing, publishing, and disseminating the module, as well as conducting inservice training for field test administrators. The project will concurrently develop a teaching guide for the modules. The products of this project will be competency-based dental assistant and physician assistant curricula; an instructors' guide; a product development model to convert military curricula to postsecondary civilian curricula; an evaluation design for quantification, analysis, and interpretation of field test data; an audiovisual presentation; and two promotional documents.

CC000111 **$499,455** **Gunderson**

Test of English Proficiency for Adults of Limited English Speaking Ability.

PROJECT DIRECTOR: Galvan, Mary; Ramey, Emmett; Gonzalez, Gustavo
ORGANIZATION: Resource Development Inst., Inc., Austin, Tex.
ADDRESS: 314 Highland Mall Blvd., Suite 450, Aus-

tin, TX 78752. (512) 454-5751
ORG TYPE: Profit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Texas Congressional District Number 10
CONTRACT: OEC-300-78-0585
PROJECT: 498AH80011
FY78-$499,455 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Adults, American Indians, *Bilingual Education, Chinese Americans, *English (Second Language), *Language Proficiency, Language Skills, *Language Tests, Manuals, Mexican Americans, Post Secondary Education, Secondary Education, Test Validity

In an effort to meet the need for an oral English-language proficiency test geared to the youth or adult entering vocational training programs, this project proposes to develop a comprehensive vocational contextual basis for the adult participant in bilingual vocational training programs and produce a test with two equivalent forms to measure the participant's proficiency of language skills used in the English-speaking working environment. The test will be used to screen applicants for program eligibility, assess growth in language skills during training, and plan instruction to meet the specific student needs and capabilities. Language skills encompassing comprehension, accent, fluency, grammar, and vocabulary common to a variety of vocational fields will be determined and emphasized in the instruments. A conceptual framework of English language ability expanded and refined by a panel of consultants, advisors, and U.S. Office of Education representatives and a minimal level of language skills required for the occupational setting will be utilized in developing a list of objectives and test item specifications. From this list, criterion-based test items will be written and field tested with a group of present or prospective students in bilingual vocational training programs representing Puerto Rican, Mexican-American, Chinese, and American Indian groups. Based on the results of this field test, test items will be revised and assembled into a complete test, and a manual of procedures and directions for administering the tests will be developed. The complete test and procedures manual will be validated through an external review and two subsequent field tests conducted with recent vocational training program graduates and prospective vocational students representing Chinese, Puerto Rican, Mexican-American, and American Indian populations. A final test package will then be prepared, published, and disseminated.

CC000112 $71,060 Tapman

Personnel Training Requirements to Serve Handicapped Populations.

PROJECT DIRECTOR: Pope, Billy; Kienast, Kay
ORGANIZATION: Educational Personnel Development Consortium D, Richardson, Tex.
ADDRESS: Box 1300, Richardson, TX 75080. (214) 231-6301
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Texas Congressional District Number 3
CONTRACT: OEC-300-78-0571
PROJECT: 498BH0019
FY78-$71,060 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for 1979.
DESCRIPTORS: Delivery Systems, *Handicapped Students, Inservice Teacher Education, *Instructional Staff, Needs Assessment, *Teacher Education, *Teacher Improvement

The purpose of this project is to improve the vocational instruction delivery system to meet the needs of handicapped individuals. Specific objectives are to (1) specify the staff competencies and knowledge needed to conduct vocational education instructional programs; (2) identify specific staff competencies and knowledge which would assist vocational educators in assuring that handicapped students have equal access to and opportunity in vocational education programs; (3) develop a discrepancy profile which identifies the unique competencies and knowledge needed by vocational education instructional staff in working with handicapped students; (4) conduct a personnel development needs assessment based on the discrepancy profile of unique competencies and knowledge needed; and (5) disseminate the results and products of the needs assessment survey. A data base for the professional improvement or preparation of vocational education instructional personnel which will result from the first four objectives may be used by vocational teacher educators to improve teacher education curriculum, by state boards for vocational education to develop and recommend models for comprehensive programs of vocational teacher education, and by personnel development staff to conduct inservice training activities for currently employed vocational instructors.

CC000113 $196,672 Berndt

Curriculum for Radiation Protection, Nuclear Instrumentation, and Nuclear Materials Processing Technicians.

PROJECT DIRECTOR: Hull, Daniel M.
ORGANIZATION: Technical Education Research Center, Waco, Tex.
ADDRESS: 4201 Lake Shore Drive, Waco, TX 76710. (817) 772-8756
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Texas Congressional District Number 11
CONTRACT: OEC-300-78-0582
PROJECT: 498AH80015
FY78-$196,672 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: Advisory Committees, *Curriculum Development, Industrial Training, Instructional Materials, *Learning Modules, *Nuclear Physics, Post Secondary Education, Program Guides, *Technical Education, Workshops

The purpose of the project is to enable public postsecondary educational institutions and industry to prepare nuclear technicians to meet industry needs by completing the seventy-four educational modules for the Nuclear Technology Series and by providing the materials essential to implementation and maintenance of nuclear programs in postsecondary schools and industrial training centers. In so doing, the project will (1) convene an advisory group; (2) develop, review, and revise the modules and planning guides; (3) create awareness among school and industrial curriculum planners, administrators, and instructors of the Nuclear Technology Series through journal articles, presentations, correspondence, and descriptive program leaflets; (4) disseminate materials, including a sample of each module and planning guide developed and/or revised in the project, to forty-seven schools and seventy-eight nuclear facilities; and (5) develop and conduct a national workshop for more than 230 key individuals in educational policy- and decision-making roles. This project will complete the Nuclear Technology Series by producing seventy-four educational modules and four program planning guides for nuclear technician programs, specifically for radiation protection technician, nuclear instrumentation and control technician, nuclear quality-assurance/quality-control technician, and nuclear materials processing technician; along with descriptive program leaflets and brochures.

CC000114 $177,128 Berndt

Curriculum for Energy Use and Conservation Technicians Phase I.

PROJECT DIRECTOR: Hull, Daniel M.
ORGANIZATION: Technical Education Research Center, Waco, Tex.
ADDRESS: 4201 Lake Shore Drive, Waco TX 76710. (817) 772-8756
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Texas Congressional District Number 11
CONTRACT: OEC-300-78-0551
PROJECT: 498AH80027
FY78-$177,128 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978-September 30, 1981.
DESCRIPTORS: Advisory Committees, *Curriculum Development, Employment Trends, *Energy Conservation, *Environmental Technicians, *Learning Modules, Post Secondary Education, Program Guides, State of the Art Reviews, Workshops

The purpose of this project is to train the technicians and skilled personnel required to plan, design, develop, install, operate, maintain, and service systems that improve the efficiency of energy use and result in conservation measures. In so doing, the project will develop, test, and promote modular curriculum materials for interdisciplinary use and develop a plan for installing technical programs for energy technicians. Tasks for Phase I will be to (1) determine the current and projected need for technicians, the state of the art of curriculum materials, and the status of technical training programs; (2) determine and perform the required curriculum development activities, convening an advisory committee to provide expert data; (3) develop technical teaching and learning modules for the first-year curriculum; (4) secure critical reviews of the first-year course modules in order to revise the curriculum; and (5) design a detailed field test plan including workshops for instructional staffs of the institutions serving as field test sites. Phase II will field test the first-year technical courses at six postsecondary vocational and technical schools and revise the courses accordingly; develop the technical teaching and learning modules for the second-year curriculum and revise them based on critical reviews; and develop a draft copy of a program planning guide for postsecondary educational institution training programs for energy technicians. In Phase III the project will conduct field tests on second-year courses; revise the courses; and develop plans for and conduct four regional diffusion workshops nationwide, each near one of the schools selected for field testing the materials. During each phase, the project will plan and conduct a familiarization program primarily through publishing articles in trade journals, developing a leaflet, and presenting information at the regional workshops. Products of the project will be a nationally tested modularized curriculum for energy conservation technicians and a planning guide for implementing the program at the postsecondary level.

CC000115 $177,749 Perazzoli

Standards for Industrial Arts Education Programs.

PROJECT DIRECTOR: Dugger, William E. Jr.
ORGANIZATION: Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
ADDRESS: 368 Smyth Hall, Blacksburg, VA 24061. (703) 961-6480
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Virginia Congressional District Number 9
CONTRACT: OEC-300-78-0565
PROJECT: 498AH80061
FY78-$177,749 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Academic Standards, Advisory Committees, Guides, *Industrial Arts, Industrial Arts Teachers, *Information Dissemination, Manuals, National Surveys, *Program Improvement, Publicize, *Student Organizations, Workshops

The objectives of this three-phase project are to develop a data base on industrial arts education programs and on industrial arts student organization activities as an integral part of the industrial arts instruction program, to develop a set of standards and related handbooks for insuring quality industrial arts education programs, and to publicize and demonstrate the standards. In Phase I, project staff will form an advisory committee to assist in (1) planning and conducting a survey of principals and guidance counselors in approximately 2500 public schools and of all state supervisors of industrial arts; (2) developing a review and dissemination plan for the information generated in all phases of the project, including two project newsletters for each year of the project sent to selected teachers, teacher educators, state supervisors, and local directors; and (3) tabulating and analyzing the results of the survey. Procedures for Phase II will include revising the preliminary survey report to prepare preliminary standards and a handbook for publication and producing the following promotional materials: a slide and tape, a thirty-minute color video tape, articles, and monographs. The project will review, revise, and validate the preliminary standards in Phase III through workshops associated with the American Vocational Association and American Industrial Arts Association conventions and ten regional workshops. It will print 1,000 revised sets of standards and handbooks and 13,000 brochures describing the report and handbook. The major benefits of this project will be the production of a widely disseminated handbook for teacher educators, teachers, and students for implementing and operating an industrial arts student organization; a manual for teacher educators, administrators, and teachers for implementing standards for quality programs; and promotional materials.

CC000116 $186,720 Dodrill

Development of Criteria and Procedures to Measure the Extent of Implementation and the Effectiveness of Demonstration Projects in Vocational Education.

PROJECT DIRECTOR: Fleischman, Howard
ORGANIZATION: Development Associates, Inc., Arlington, Va.
ADDRESS: 2924 Columbia Pike, Arlington, VA 22204. (703) 979-0100
ORG TYPE: Profit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Virginia Congressional District Number 10
CONTRACT: OEC-300-78-0574
PROJECT: 498AH80028
FY78-$186,720 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 - March 31, 1980.
DESCRIPTORS: Advisory Committees, Case Studies (Education), *Demonstration Projects, *Evaluation Criteria, Evaluation Methods, Guides, Literature Reviews, Workshops
IDENTIFIERS: *Impact Evaluation

The purpose of this project is to develop materials and increase skills for improving and measuring the impact of vocational education demonstration projects at the federal, state, and local levels. The project will define and specify what will be considered as evidence that a demonstration project has resulted in improved teaching techniques or curriculum materials that have been used in a substantial number of classrooms or other learning situations; generate and recommend criteria for reviewing demonstration project applications or proposals that will recognize those which predict the ability of the applicant to achieve the desired result; and disseminate these products to curriculum coordination centers, state department of education personnel, and local education personnel. To achieve this, two advisory panels will be convened to (1) review the literature; (2) draft a monograph for improving and measuring the impact of vocational education demonstration projects for use by program planners, implementers, monitors, evaluators, and disseminators; (3) validate the monograph by using it to conduct case studies on current and previous federally administered and state administered vocational education demonstration projects; (4) revise the monograph based on results of the validation exercise; (5) use the revised monograph to conduct three geographically dispersed training workshops for federal, state, and local personnel charged with administering vocational education demonstration programs; and (6) make the monograph broadly available to the public.

CC000117 $220,774 Gunderson

Monograph for Bilingual Vocational Training Programs.

PROJECT DIRECTOR: Haupt, Robert
ORGANIZATION: Development Associates, Inc., Arlington, Va.
ADDRESS: 2924 Columbia Pike, Arlington, VA 22204. (703) 979-0100
ORG TYPE: Profit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Virginia Congressional District Number 10
CONTRACT: OEC-300-78-0269
PROJECT: 558AH80092
FY78-$220,774 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: Advisory Committees, *Bilingual Education, *English (Second Language), Information Dissemination, Inservice Programs, *Program Development, *Program Evaluation, *Program Guides

The purpose of this project is to develop a monograph which will provide practitioners with practical information on designing, developing, implementing, and evaluating bilingual vocational training programs. Specific objectives are to provide information on (1) planning or replanning a bilingual vocational training (BVT) program, (2) the major characteristics and components of a BVT program, (3) developing and implementing a BVT program, and (4) evaluating a BVT program. The monograph will be divided into four sections, the first of which will include a list of 300 words that constitute a basic English vocabulary for bilingual vocational training. Careful research of existing work lists, surveys of selected experts, and solicited judgments of advisory group members will be used in compiling the list. The other sections will include information on ways of adapting ESL to vocational areas, ways to organize language and vocational components, and ways to evaluate the effectiveness of BVT projects. After the monograph is in final draft form, a series of four training sessions will be organized and implemented throughout the country to train 200 participants, including federal BVT officials, state program officials, and BVT project directors and evaluators, in the use of the monograph. The project will also arrange for publication and distribution of the monograph for three years.

CC000118 $279,038 Pritchard

Modifying Vocational Curriculum for the Handicapped.

PROJECT DIRECTOR: Tindall, Lloyd W.
ORGANIZATION: Wisconsin State Univ. System, Madison. Board of Regents.
ADDRESS: 750 University Avenue, Room 446, Madison, WI 53706. (608) 263-3415
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Wisconsin Congressional District Number 2
CONTRACT: OEC-300-78-0569
PROJECT: 498AH80042
FY78-$279,038 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978-May 31, 1980.
DESCRIPTORS: Advisory Committees, *Curriculum Development, *Guides, *Handicapped Students, Literature Reviews, *Manuals, State Supervisors, Teacher Education, Workshops

This project will develop a handbook for local vocational teachers and curriculum specialists for modifying existing vocational curriculum to suit handicapped individuals and will train state vocational instructional program supervisors and state vocational "special needs" supervisors to train those personnel to use the handbook. The major tasks are to (1) establish an advisory committee and use specialized consultants from agriculture, business, home economics, health, and trades and industry; (2) review, analyze, and interpret vocational literature in terms of needs and potential applications in vocational education; (3) develop a looseleaf handbook with material concerning the handicaps, principles and methods, and practical examples for interrelating handicapping conditions with major instructional areas of vocational education; (4) field test the part of the handbook pertaining to each major handicapping condition in at least one location other than a segregated special class and revise the handbook; (5) develop a training package on the handbook; (6) plan and conduct four regional workshops to train a team of state leadership personnel from each state, the District of Columbia, Puerto Rico, and outlying areas to train local education agency personnel; and (7) provide 600 copies of the handbook and the training package for distribution to designated educators.

Personnel Development

CC000119 $1,750,000 Perazzoli

Vocational Education Graduate Leadership Development Programs.

ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
FY78-$1,750,000 01-Aug-78 TO 31-Aug-79
DESCRIPTORS: *Graduate Study, *Leadership Training, Professional Education, *Vocational Education Teachers

Leadership Development Awards were granted to experienced vocational educators who enroll fulltime for a period not to exceed three years for graduate study in a vocational education leadership development program approved by the U.S. Office of Education. Individuals chosen for awards met the following requirements: (1) had not less than two years of experience in vocational education, or in business or industrial training, or military technical training, or in the case of researchers, experience in social science research which is applicable to vocational education; (2) held a baccalaureate degree; (3) were employed or had assurance of employment in vocational education; (4) were recommended for the leadership program by their employer or others; (5) were eligible for admission to an approved graduate program; and (6) planned to enroll for full-time graduate study. Each awardee received an annual stipend of $10,245, plus an additional dependency allowance. Eighteen institutions were approved to receive Leadership Development Program grants. The institutions are listed alphabetically by state in Appendix I. Also provided are the address, supervising teacher educator(s), grant and application numbers, Congressional district number, and number of awardees at each institution.

CC000120 $1,614,658 Tapman

Vocational Education Teacher Certification Fellowship Program

ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
FY78-$1,614,658 01-Aug-78 TO 01-Aug-79
DESCRIPTORS: *Fellowships, *Teacher Certification, *Teacher Education, Teacher Educators, Teacher Shortage, *Vocational Education Teachers

Two categories of persons were eligible for fellowships for study at colleges or universities for a period not to exceed two years. Applicants were certified teachers who were unable to find employment in their fields of previous training and had skills and experience in vocational fields for which there was a need for vocational teachers and for which they could be trained as teachers. Applicants were also persons in business, industry, or agriculture who had skills and experience in vocational fields for which there was a need for vocational teachers and had been accepted by a teacher training institution for enrollment in a program preparing vocational teachers. There are 187 fellows in the program in sixty-nine institutions in thirty states, counseled by ninety-four teacher educators. Each fellow receives $8,745 annually, including stipend, institutional allowance, and one dependency allowance. The institutions are listed alphabetically by state in Appendix II. Also provided are the names of the teacher educators, the grant number, Congressional district number, and number of awardees at each institution.

National Center for Research in Vocational Education

CC000121 $4,516,415 Manchak

The National Center for Research in Vocational Education

PROJECT DIRECTOR: Taylor, Robert E.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$4,516,415 16-Jan-78 TO 15-Jan-79
DESCRIPTORS: Advisory Committees, *Clearinghouses, *Educational Needs, *Evaluation, *Information Dissemination, Information Needs, *Leadership Training, *Research and Development Centers, *Research Utilization, *Technical Assistance

The National Center for Research in Vocational Education will impact on problems of national significance in vocational education. A national advisory committee and extensive interaction with the field will help maintain responsiveness to the needs of individuals and society. Comprehensive planning, responsiveness to special needs subpopulations, sex fairness, and effective evaluation are major goals for the six primary functions: (1) applied research and development to include four independent studies and four studies designated by the U.S. Office of Education; (2) leadership development to include an Advanced Study Center and a National Academy for Vocational Educators; (3) dissemination and utilization to include a national dissemination and utilization system for R & D information and products, special packages for selected occupational areas, study of the impact of R & D products, leadership activities for state and regional dissemination agencies, and state-of-the-art papers; (4) information for national planning and policy development to facilitate priority setting for vocational education needs, applied R & D, curriculum development, conversion of military curricula for civilian use, and teaching areas needing additional personnel; (5) clearinghouse to provide access to an exchange with other information systems, military curricula for civilian education, an annotated bibliography and annual reports of funded projects; and (6) evaluation services to states and local education agencies, especially by developing, demonstrating, and assisting in the application of methods for program evaluation and followup studies. Through its several functions, the National Center will strengthen and further capacitate state and local program improvement efforts.

CC000122 $243,381 Manchak

Comprehensive Planning for More Responsive Vocational Education.

PROJECT DIRECTOR: Starr, Harold
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$243,381 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: Data Analysis, Educational Improvement, *Educational Planning, Guides, Information Dissemination, *Learning Modules, Relevance (Education), *School Districts, *Skills, *Statewide Planning

This task is part of a developing research effort to improve the planning of vocational education by states and local school districts. There are two distinct subtasks, each with its own objectives. The first of these subtasks is to improve planning through more effective and efficient use of data analysis techniques and display procedures. Alternative data analysis techniques and display procedures will be produced which will allow states to be more responsive in their planning based on data about vocational aspirations and labor market skills; improve their planning for new and emerging occupations and occupational skills; and develop vocational education goals and objective responses to demographic considerations, vocational aspirations, labor force needs, and resources available for vocational education. Procedures for subtask one are (1) the selection and organization of cooperating field site states, (2) determination of information needs, (3) selection of alternative data analysis techniques and display procedures, (4) field tryout and assessment of the usefulness of the techniques and procedures, (5) additional verification of the utility of the procedures by the states at large, and (6) production of a user's manual. The second subtask is to develop specifications for individualized training packages to assist individuals in mastering training competencies they do not already possess. The competencies required by state and local educational planners will be studied, and ten training packages will be developed to supply those competencies. Activities for subtask two involve the selection and organization of cooperating field site states; identification of planning competencies required in developing responsive vocational education plans; development of specifications for designing individualized performance-based training packages; and development of a prototype model for an individualized training module and user's guide. A plan for disseminating project outputs and activities will include procedures for interfacing with workshop activities of the National Academy for Vocational Educators and with key user groups in the states; acquainting National Center staff and visitors with the project; and making the prototype module, the user's guide, and the final report available from the National Center and through ERIC.

CC000123 $300,458 Manchak

Responsive Vocational Education for Special Needs Subpopulations.

PROJECT DIRECTOR: Malak, Sharon J.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$300,458 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: Academically Gifted, Bilingual Students, Demonstration Programs, *Educational Needs, Educational Strategies, Handicapped, Literature Reviews, *Mainstreaming, Migrants, Minority Groups, Needs Assessment, Prisoners, *Staff Improvement, Surveys, *Teacher Improvement
IDENTIFIERS: *Special Needs Subpopulations

The goals of this program are to facilitate access to, and successful performance within, the mainstream of vocational education programs for persons of special needs subpopulations by training teachers, counselors, and local administrators to recognize and respond effectively to special needs. There are three distinct subtasks, each with its own objectives. The first of these is to determine educational needs among special subpopulations by conducting a needs assessment which includes a demographic and multi-faceted common and unique data collection effort. The information obtained will be used to establish a related research base to be used in identifying problem areas and signaling training implications for administrators, teachers, and counselors. A review of related research and a survey of teachers, counselors, students, business and labor persons, and administrators in four selected states will provide data for a validated base to improve existing teaching-learning, counseling, and administrative practices in vocational education for special needs subpopulations. The second subtask is to identify exemplary vocational education programs and practices for learners with special needs. Through a series of onsite visits and review of a representative sample of exemplary special needs programs, project staff will compile comprehensive, descriptive data and anecdotal information about current policies and practices that can be adapted at the local level; and establish communications and other linkages with other individuals, agencies, and associations. The third subtask is to develop intervention strategies for learners with special needs. A set of descriptive texts and technical briefs will be developed that describe the priority common and unique needs of special needs subpopulations. Once needs, programs, and strategies have been developed, teachers, counselors, and local administrators will be trained to develop and implement their own special needs vocational education programs. The project will focus on six subpopulations: handicapped, bilingual, gifted and talented, prisoners, migrants, and ethnic and racial minorities. Developers of products for professionals working with these groups will address differences between rural and urban people, youths and adults, and males and females.

CC000124 $207,028 Manchak

Increasing Sex Fairness in Vocational Education.

PROJECT DIRECTOR: Vetter, Louise
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$207,028 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: *Administrator Selection, *Attitudes, Certification, *Enrollment Influences, Equal Opportunities (Jobs), *Females, Interviews, *Literature Reviews, School Surveys, Sex Role, *Sex Stereotypes, State Surveys
IDENTIFIERS: Nontraditional Programs

As part of a research effort to study sex bias and sex stereotyping in vocational education, this task is divided into two distinct subtasks: factors influencing nontraditional enrollments and factors related to underrepresentation of women in vocational education administration. Objectives of subtask one are to document the factors influencing prevocational students toward or away from enrollment in nontraditional vocational education programs and to synthesize information concerning the perceptions of employers, counselors, teachers, administrators, and vocational students about factors influencing enrollment in nontraditional vocational education programs. A literature review and a survey of selected prevocational students will provide information concerning factors that influence prevocational students' choices of nontraditional vocational education programs. Objectives of subtask two are to document (1) the certification requirements for vocational education administrators in all states; (2) the available "employment pool" of women so certified in all states; and (3) the perceptions of the factors relating to underrepresentation of women in vocational education administration that are held by women candidates for administrative positions, by vocational education administrators, and by university vocational education faculty. Project staff will conduct a literature review, survey state certification offices, and interview potential women administrators and a representative sample of current vocational education administrators (both men and women) to provide the documented information. Outcomes to be achieved for each subtask include a research report and literature review paper. Target audiences will be vocational education R & D personnel, vocational education administrators, and faculty. These publications will help provide the information base needed to increase representation of women in vocational education programs and administration and will aid in the design of appropriate intervention strategies and techniques.

CC000125 $140,445 Manchak

Examining the Outcomes of Vocational Education and Their Correlates.

PROJECT DIRECTOR: Darcy, Robert
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$140,445 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: Annotated Bibliographies, *Educational Assessment, Evaluation Methods, *Program Effectiveness, Program Evaluation, State of the Art Reviews

Objectives of this task are to identify outcomes that are appropriate and feasible for further study in the longer term effort to determine outcome criteria against which vocational education can properly be evaluated. Specifically, the program will develop a comprehensive, categorized list of candidate outcomes for vocational education; screen and select particular outcomes for indepth analysis; conduct a focused review of research and evaluation studies; and synthesize and interpret information about selected outcomes, with particular attention to special need subpopulations. Among the outcomes to be achieved are: (1) providing vocational education with a clear and specific source list of outcomes, including differential outcomes for special need subpopulations; (2) contributing to deliberations and consensus among vocational educators about the outcomes which are most appropriate and feasible to measure effectively, and techniques for performing such measurement; and (3) providing vocational educators with an evaluative annotated bibliography of outcome studies and a state-of-the-art essay on outcome measures. This study will generate R & D knowledge about outcomes and priorities that can have a significant impact on vocational education program planning, evaluation, research, policy, and practice.

CC000126 $97,752 Manchak

Extending the Benefits of Vocational Education to Indian Populations.

PROJECT DIRECTOR: Minugh, Carol
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$97,752 01-May-78 TO 05-Jan-80
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: *American Indians, Community Agencies (Public), *Cooperative Planning, Educational Needs, *Needs Assessment, *Organizational Communication, *Program Planning, State Agencies

Three major objectives for this designated study have been developed for expanding vocational education opportunities for Indian tribes: (1) establish and facilitate communication linkages between the National Center, state and local education agencies, and Indian populations; (2) identify and assess vocational needs of Indian populations; and (3) develop an "Integrated Planning Package for Indian Populations" to assist tribes and education agencies in collaborative planning of programs. The communication linkages will be implemented by establishing a consulting committee, an internship program, and a coalition of states with identifiable Indian populations, and by offering a newsletter and materials generated by the project to interested state education agencies and Indian groups. The second objective will be achieved by reviewing pertinent literature and existing vocational education programs in pilot states, obtaining recommendations from the consulting committee, and developing and pilot testing a needs assessment package. The collaborative planning package in the third objective will be developed by reviewing the literature and examining exemplary programs; organizing collected exemplary materials into a summary document; and developing, pilot testing, revising, and disseminating a comprehensive planning package. The tasks undertaken in relation to these objectives will serve to increase the availability and applicability of vocational education to Indian populations.

CC000127 $106,729 Manchak

Developing a Guide for Awarding Academic Credit for Work Experience in YEDPA.

PROJECT DIRECTOR: Pratzner, Frank
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$106,729 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: Advisory Committees, *Credits, Evaluation Criteria, Job Skills, Legal Problems, Models, *Work Experience Programs
IDENTIFIERS: *YEDPA, *Youth Employment and Demonstration Projects Act

The purpose of this designated study is to develop an information report that will be useful to school administrators in recognizing the need for and in developing methods for granting academic credit to youth in YEDPA programs who have developed skills or competencies in work or other settings outside of formal school programs. The report will provide useful information summaries, suggestions, and recommendations regarding alternative approaches, issues, and problems to be considered. Five major objectives have been established: (1) identifying and using representatives of involved agencies, organizations, and groups in an advisory capacity; (2) identifying, limiting, and clarifying major issues and problems to be resolved (e.g., What competencies shall be considered for credit? How and by what standards shall competencies be evaluated?); (3) reviewing and describing selected existing models for granting academic credit; (4) examining some of the legal ramifications of granting academic credit as indicated by a selected sample of states; and (5) preparing an information report on the findings, outcomes, and recommendations that could be useful to the target audience. A series of structured and interrelated tasks and activities have been planned to accomplish these objectives. The approach will focus on selected key issues and will capitalize on the emerging knowledge and existing expertise of key actors in the field.

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CC000128 $71,448 Manchak

Preparation and Dissemination of a Monograph on Adult Urban Guidance Centers.

PROJECT DIRECTOR: Stork-Whitson, Karin
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$71,448 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: *Adult Counseling, Adult Programs, Demonstration Projects, *Guidance Centers, Information Dissemination, *State of the Art Reviews, *Urban Areas
IDENTIFIERS: *CETA, Comprehensive Employment and Training Act

The procedures necessary for accomplishing the designated study of urban adult guidance centers are to (1) conduct a national literature review on the current research, development, and evaluation of urban CETA-based adult guidance centers (results of the effort will provide new staff competencies, data for use in the monograph, and information for exemplary center selection for case study purposes); (2) identify three operational exemplary adult urban guidance centers that serve out-of-school youth and adults which are CETA supported; (3) conduct onsite visits to exemplary centers to obtain information for case studies; and (4) prepare an adult urban guidance center monograph that projects the current state of the art, case studies of exemplary programs, and recommendations. A national plan for future dissemination and diffusion of the monograph will be developed which will include procedures for a cost-recovery marketing and distribution element. A national advisory committee will be selected which will be convened up to three times during the project period to assist with study conceptualization and technical planning, reviewing the monograph drafts, and planning dissemination and diffusion activities. At the culmination of the project, a detailed summary of procedures, results, and problems will be submitted to the sponsor with the final financial accounting.

CC000129 $63,876 Manchak

Development of a Directory of Women Administrators in Vocational Education.

PROJECT DIRECTOR: Ross, Novella
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$63,876 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: *Administrative Personnel, Biographies, *Directories, *Females, Literature Reviews, Surveys

The increasing awareness of the need to involve women in the decision-making and policy-setting aspects of vocational education has prompted this designated study. The "Directory of Women Administrators in Vocational Education" will provide a resource for identifying women with administrative expertise in vocational education. It will highlight women who administer programs in nontraditional areas for women and include biographical entries of women from the following seven target populations: state education agencies, regional education agencies, local education agencies, teacher education institutes, state advisory councils for vocational education, community colleges/junior colleges/ technical institutes, and proprietary schools. The procedures are to (1) develop criteria for the selection of entrants, (2) develop a comprehensive survey plan to identify potential entrants, (3) develop a data collection instrument and survey potential entrants, (4) develop the format and content of the directory, and (5) print and disseminate the directory. Assistance in establishing criteria for the selection of entrants will be provided by a panel of six vocational education administrators from the target populations. Approval of the final selection criteria will be solicited from the Bureau of Occupational and Adult Education, U.S. Office of Education. Potential entrants will be identified by conducting a literature review, contacting key personnel to provide names, and inviting a direct response from the field through announcements published in journals and newsletters. The data collection instrument will be designed to obtain two types of information: biographical data that will appear in the directory, and sufficient information to determine if selection criteria are met. The directory will be submitted to ERIC and will be available for purchase from the National Center.

CC000130 $474,536 Manchak

Advanced Study Center.

PROJECT DIRECTOR: Russell, Earl B.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$474,536 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: *Advanced Programs, Competitive Selection, *Faculty, *Fellowships, Program Effectiveness, Program Evaluation, Recruitment
IDENTIFIERS: *Advanced Study Centers

The purpose of the Advanced Study Center is to provide a National Fellowship Program for ten or more national, state, and local leaders to study contemporary problems, issues, and trends in vocational education while spending up to a year in residence at the National Center. Criteria for selection of the National Fellows include present and past leadership and the commitment of the candidate's organization or agency to utilize the added competence of the Fellow. A recruitment package will be distributed to such contacts as state directors of vocational education, members of the American Vocational Association, and postsecondary institutions. Associated with the National Fellowship will be a core of authorities in vocational education and related disciplines who will serve as the National Faculty of the Advanced Study Center. The National Faculty will also contribute significantly to other National Center programs, including the inresidence and institute programs of the National Academy for Vocational Education, staff development programs, and research and development projects. An initial core of twenty-five to fifty national faculty members will be selected. Individual professional education plans for the National Fellows, as well as a team activity program, will be based upon a needs assessment, priorities from the Education Amendments of 1976, and recommendations from the Fellows, the National Faculty, Advanced Study Center staff, and other National Center staff. An ad hoc committee will establish evaluation procedures, criteria, and instruments for all aspects of the program and will conduct short-range evaluation. These assessments will focus on the quality and quantity of independent planning and learning by National Fellows, the quality of instruction by members of the National Faculty, and the quantity and quality of team activity in advanced studies. A yearly follow-up survey of the usefulness of the experience by Advanced Study participants (as seen by both the Fellows and their immediate supervisors) will judge the long--range impact of the program.

CC000131 $268,034 Manchak

National Academy of Vocational Education.

PROJECT DIRECTOR: Parks, Darrell
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$268,034 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: Educational Improvement, Educational Needs, Educational Planning, *Inservice Programs, *Institutes (Training Programs), *Leadership Training, Seminars, Workshops

The purposes of the National Academy are to capacitate more fully and motivate the key actors responsible for developing and improving vocational education across the nation and to provide an opportunity for leaders to satisfy their leadership development needs. The planning of the National Academy will be an ongoing effort based upon needs assessments, the determination of substantive priorities, and the recommendations of the National Academy Technical Panel and will involve close working relationships and collaboration with field organizations and their leaders. The two principal programs of the Academy will be an inresidence program and an institute program. The goal of the inresidence program will be to capacitate key vocational education leaders to deal creatively and effectively with significant issues, problems, and concerns in their work settings. During the first year, the inresidence program will provide three programs of full-time study for a two- to four- month period of time, with up to forty students enrolled in each program. The principal activities in conducting the inresidence program are the recruitment of attendees and faculty, development of the instructional programs, assembly or development of materials, implementation of the program, and evaluation of the program and its impact. The institute program will include activities conducted at various geographic locations across the United States and will consist primarily of institutes, seminars, workshops, and clinics. All institute programs will be nonrestrictive inservice activities. A feasibility study will be conducted to document the conditions or factors which are prerequisites for economically self-supporting inservice programs. Evaluation of the National Academy will be an ongoing and integral part of all Academy programs and activities and will be focused on improving the planning, organization, and delivery of Academy programs as well as on assessing their overall relevance, quality, and efficiency.

CC000132 $484,068 Manchak

Development of a National Dissemination and Utilization System for Vocational Education.

PROJECT DIRECTOR: Singer, Norman M.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$484,068 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: *Delivery Systems, Educational Improvement, Educational Needs, *Information Dissemination, Information Needs, Information Services, *Information Utilization, Instructional Materials, National Programs, Needs Assessment, *Networks, *Research Utilization

A system will be developed which meets the unique information and product needs of vocational education. It will aim to facilitate selection of ideas, materials, and outcomes of research and development, effective practices, and other knowledge that can be used for the improvement of vocational education. It will also aim to facilitate the adoption, adaptation, and installation of improvements. Specific objectives are (1) selecting information/products for dissemination and utilization using a two-stage screening and selection process; (2) planning dissemination and utilization strategies for the selected product lines; (3) producing and packaging each selected product line; (4) conducting dissemination and utilization activities through a national network of collaborators (research coordinating units, curriculum coordination centers, and special subnetworks); (5) providing general assistance to users by establishing and maintaining a User Request Office; and (6) developing and conducting liaison with the U.S. Office of Education and the National Institute of Education dissemination and utilization systems (e.g., National Diffusion Network (NDN), Educational Resource Information Center (ERIC), and Research and Development Exchange (RDx)). Evaluation procedures will include an internal review of dissemination and utilization strategies and workshops, review of selection criteria by a technical panel, and verification of product line selections by a panel of practitioners.

CC000133 $73,333 Manchak

Special Packages for Occupational Services Areas.

PROJECT DIRECTOR: L'Angelle, David D.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$73,333 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: *Educational Needs, Guides, *Information Dissemination, *Instructional Materials,

•Resource Materials
IDENTIFIERS: •Emerging Occupations

This task will develop special packages containing practical and adaptable models, materials, and information in new areas of emphasis and need which emerge in vocational education every year. Needs will be identified by observing legislative emphasis, studying vocational education enrollment data, analyzing clientele inquiries, reviewing professional literature, examining new and emerging occupations, and working with occupational service area leaders. Staff will conduct literature searches for materials in appropriate data bases, review commercial publication lists, and contact professional associations. Relevant materials will be acquired, reviewed, and selected. Specifications for the packages will, in general, include (1) materials which will be reproducible at the discretion of occupational service leaders in the states; (2) a diverse set of materials, including administrative guides, curriculum guides, instructional materials, transparency masters, slides, interpretative papers, and resource lists; (3) a flexible arrangement so that materials may be added, deleted, reproduced, repackaged, or modified; and (4) attractive packaging. Approximately five special packages will be available to each state, with states encouraged to reproduce them for statewide distribution. The packages may also be purchased from the National Center. Special packages will be demonstrted and displayed at professional meetings and conferences. User feedback forms will be inserted in each package, and modifications in the number, scope, and format of the packages will be based upon recommendations from the feedback forms, annual reviews, impact studies, and work with occupational service area consultants.

CC000134 $109,148 Manchak

Dissemination and Utilization Impact Study.

PROJECT DIRECTOR: Hull, William
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$109,148 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: Educational Planning, •Educational Research, Federal Legislation, Information Systems, •Information Utilization, Publications, State Legislation, •Use Studies
IDENTIFIERS: •Research Impact

Objectives in establishing this comprehensive program include determining the extent to which vocational education R & D information and products have been distributed, the extent of utilization of vocational education R & D information and products, aand the impact of selected vocational education R&D information and products . A conceptual framework for determining the type of impact to be measured will be developed, along with criteria and instrumentation, a data collection plan, and a reporting plan. The study will be undertaken in cooperation with the RCUs, and results will be shared with RCUs and selected states. Products will be selected for intensive study of their use and impact, and a special relationship will be established with some states to coordinate study of product impact. The results of this study should be useful to persons planning investments in research and development.

CC000135 $83,263 Manchak

Leadership for Research Coordinating Units and Curriculum Coordination Centers.

PROJECT DIRECTOR: Bice, Juanita
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$83,263 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: •Conferences, •Information Dissemination, Information Systems, •Leadership, •Networks, Research Coordinating Units, •Workshops
IDENTIFIERS: Curriculum Coordination Centers

The purposes of this task are to involve both the research coordinating units (RCUs) and the curriculum coordinating centers (CCCs) in a nationwide network of dissemination collaborators linked to the National Center, and to provide training for RCUs and CCCs. Two committees–one on information systems and the other on dissemination networks–will be formed to plan for a national planning and implementation conference and regional workshops. The National Center will conduct four regional workshops to train RCU information specialists to operate state information services and four additional regional workshops to train RCU and CCC personnel in linkage and product knowledge.

CC000136 $99,349 Manchak

Development of State of the Art Papers.

PROJECT DIRECTOR: Kowle, Carol
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$99,349 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: Adult Vocational Education, •Educational Assessment, Educational Needs, •Educational Planning, Information Dissemination, Post Secondary Education, Prevocational Education, •Publications, Secondary Education, •Sex Discrimination
IDENTIFIERS: •Knowledge Transformation, •Special Needs Populations

This knowledge transformation activity is aimed at communicating knowledge, increasing comprehension, and suggesting applications on problems and issues related to prevocational, secondary, postsecondary, and adult vocational education. Sixteen papers will be produced and distributed. The four main topic areas are special needs populations, sex fairness issues, evaluation, and planning. Managing the knowledge transformation process involves assessing needs, compiling lists of topics for review by the Advisory Committee, selecting authors and reviewers, developing writing schedules, reviewing and revising papers, editing manuscripts, and preparing the papers for publication. The problems, issues, and needs in vocational education are identified through contact with vocational educators, administrators, and researchers, as well as collaboration with National Center staff in all of the functional areas.

CC000137 **$122,163** Manchak

National Vocational Education Needs.

PROJECT DIRECTOR: Morrison, Edward J.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$122,163 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: *Educational Needs, Educational Planning, Educational Policy, *Information Dissemination, *Information Needs, *State of the Art Reviews

The purpose of this task is to contribute to the identification, description, and monitoring of national vocational education needs by reporting regularly on the status of vocational education, thereby providing information useful to state and national planners, decision makers, and policy makers. Major operational objectives are to (1) define major areas of planning and policy for emphasis in the report; (2) identify, assemble, and analyze relevant data and information supplied to the Office of Education and to the National Center for Education Statistics and such as may be available from other federal agencies, from task forces, groups, agencies, and special committees, and from the general literature; (3) interpret findings with respect to major areas and questions; (4) report findings and interpretations; (5) evaluate operations; and (6) make appropriate revisions. To define major areas of planning and policy, project staff will analyze federal legislation, previous related studies, and available plans and reports of major agencies and groups and will review information needs with national planning and policy participants and with representatives of vocational education groups. They will then prepare an annotated list of priority information needs based on the analyses and consultations. Two reports on the status of vocational education–one for school year 1975-1976 and another for 1976-1977–will be developed during the first contract year.

CC000138 $85,713 Manchak

Information for National Applied Research and Development Priorities.

PROJECT DIRECTOR: Morrison, Edward J.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$85,713 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: Annual Reports, *Data Analysis, *Data Collection, *Educational Needs, Educational Planning, Educational Policy, *Research Needs

The purpose of this task is to produce information and data that assist the U.S. Office of Education in the selection of national research and development priorities. It is directed at the identification of durable, long-term needs of national significance. The major objectives are to (1) identify, assemble, and analyze information on needs in vocational education; (2) consolidate and verify the needs; (3) select needs requiring research and development; and (4) interpret and explain the principal research and development required for each need. In achieving these goals, the National Center will establish liaison with important informant sources and the advisory panel who will assist in consolidating and interpreting the needs. The annual report produced will present an annotated list of needs for which research and development are appropriate and the activities required for each need. The report will assist the Coordinating Committee on Research in Vocational Education in establishing priorities for vocational education research, and will contribute to coordinating the efforts of the several member agencies to avoid duplication of effort. It will also assist the National Center to select areas for its independent studies program and should be of interest to the research coordinating units and researchers to guide the selection of research they wish to conduct.

CC000139 $78,216 Manchak

National Curriculum Development Priorities.

PROJECT DIRECTOR: Morrison, Edward J.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$78,216 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: Annual Reports, *Curriculum Development, *Data Analysis, *Data Collection, *Educational Needs, Educational Planning, Educational Policy, Employment Trends
IDENTIFIERS: *Emerging Occupations

The purpose of this task is to develop and present information and data that assist in selecting national priorities for curriculum development in specific occupational areas that are new or changing. The general strategy will be to (1) acquire available information about the changes in occupational areas; (2) determine the occupational areas of concern to vocational education; (3) estimate the status of available curriculum content, materials, media, and methods for each of these areas; and (4) determine those specific occupational areas in which inadequacies exist. To initiate this effort, the project will establish an advisory panel and identify and establish liaison with informant sources. The objectives are to identify, assemble, and analyze data and information; interpret and report findings; and evaluate and revise the data collection and synthesizing procedure. The annual report produced will focus on curriculum development needs attributable to specific new or changing occupational areas and will cite apparent cost-effective alternatives for meeting training needs.

CC000140 $75,163 Manchak

Department of Defense Products for Conversion.

PROJECT DIRECTOR: Morrison, Edward J.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$75,163 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: *Curriculum Development, *Curriculum Evaluation, Educational Needs, *Instructional Materials, *Military Training

The purpose of this task is to obtain and provide data on a regular basis that facilitates selection of national priorities for converting military technical training curriculum materials to use in civilian vocational and technical education programs. To assist civilian educators in using these materials, the staff will identify civilian curriculum needs, identify military materials which will satisfy these needs, and make necessary modifications in the material so it can be easily understood by civilians and adapted to existing programs. Procedures are to (1) identify sources of information, (2) identify needs and describe curriculum, (3) match priorities and materials, (4) prepare an annual report, and (5) evaluate and revise procedures. Sources of military-developed technical training material will be identified and liaison established so that material can be identified, acquired, reviewed, and selected for conversion. Major attention will be focused on those materials in each branch of the service which are basic courses, instructional areas having large civilian enrollment, new or emerging occupations, and self-paced with behavioral objectives. Contact will be established and maintained with the following groups: National Center policy and planning staff; National Center staff conducting a pilot test of the system to provide civilian access to military-developed technical training materials; agencies providing access to military materials (e.g., Aerospace Education Foundation, U.S. Naval Institute, National Audiovisual Center, Superintendent of Documents); and technical training commands of the Air Force, Army, Coast Guard, Marine Corps, and Navy.

CC000141 $54,606 Manchak

Education Personnel Needs Study.

PROJECT DIRECTOR: Morrison, Edward J.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$54,606 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: Annual Reports, *Data Analysis, *Data Collection, Educational Planning, Educational Policy, *Personnel Needs

The purpose of this task is to provide information and data to make possible the production of a listing, by state, of the vocational education subject areas which need additional personnel. In the first year, the project will evaluate results from other, related investigations of needs for personnel and will distill effective practices and methods; develop alternative approaches; examine and analyze appropriate, available data; and try tentative estimating models. If necessary, it will plan and initiate special data collection. The objectives are to (1) review previous studies and available data; (2) revise indices and methods and devise alternatives; (3) review new measures, procedures, and alternatives for effectiveness, feasibility, and acceptability with a panel of technical consultants and representatives of states' planning and research coordinating units; (4) revise the plans, measures, and instrumentation as necessary; (5) assemble, collect, and analyze data; (6) report findings and interpretations; and (7) evaluate and revise the procedures. In addition to the required annual reports, the National Center will hold a three-day briefing session at the end of the contract year to provide an overall review of activities, progress, and findings.

CC000142 $88,418 Manchak

Access and Crosswalk.

PROJECT DIRECTOR: Budke, Wesley E.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$88,418 01-Mar-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: *Information Dissemination, Information Needs, *Information Processing, Information Systems, *Organizational Communication, *Periodicals, Surveys

There are several existing information systems which contain information that could be useful in vocational education. This task will establish better access and "crosswalk" or interchange between these systems. Initially, assessment of the information-seeking habits and needs of vocational educators will be done through a survey of users of "Resources in Vocational Education" (RIVE). This bimonthly publication is the principal vehicle for providing access to information about projects, products, and other resources. Major emphasis will be placed on refining and expanding the publication. Each issue currently presents 200 abstracts of research and instructional materials in the field of vocational education and provides descriptions of projects administered by the states. Staff have developed communication with more than twenty information and dissemination systems and networks which will work cooperatively in future endeavors, and plans are under way to expand the institutional resources section of the index to include profiles of information systems and networks. The publication will also provide information on nonprint instructional materials, descriptions of dissertations in progress, and projects administered by the Office of Career Education, Fund for the Improvement of Postsecondary Education, and the National Institute of Education. Liaison with federal and state agencies will be reinforced and sustained; and crosswalk linkages will be made with Educational Resources Information Center (ERIC), Smithsonian Science Information Exchange (SSIE), The National Technical Information Service (NTIS), Interagency Research Information System (IRIS), the NIE-sponsored Research and Development Exchange (RDx), and the Clearinghouse for Adult Education and Lifelong Learning (ADELL).

CC000143 $28,824 Manchak

System to Provide Military Curricula to Vocational Educators.

PROJECT DIRECTOR: Budke, Wesley E.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$28,824 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: Armed Forces, *Curriculum Development, *Curriculum Evaluation, *Information Dissemination, *Instructional Materials, *Military Training

The National Center Clearinghouse will pilot test, implement, and maintain a system to make military-developed curricula materials more easily accessible to vocational and technical educators. Attention will focus on basic courses, instructional areas which have large civilian enrollment, new or emerging occupations, and materials which are self-paced with behavioral objectives. The following procedures will be implemented: (1) establish specific system operational goals and objectives; (2) maintain working relationships with each branch of the military service to assist in identifying and making materials available; (3) identify and acquire military curriculum materials relevant to vocational education; (4) review, evaluate, and select courses for dissemination; (5) announce courses for dissemination; (6) duplicate course materials; (7) test select courses in the field; (8) evaluate pilot-tested courses for possible conversion to civilian formats; and (9) establish referral networks and procedures with organizations and agencies currently providing access to military materials (e.g., Aerospace Education Foundation, U.S. Naval Institute, Superintendent of Documents, and National Audiovisual Center). Close association will also be maintained with staff in the National Center Planning and Policy Function which is assembling data and information to assist the U.S. Office of Education in selecting priorities for conversion of Department of Defense curricula materials for civilian use. Evaluation of the sytem will be ongoing through feedback from users and in-depth interviews.

CC000144 $144,694 Manchak

Annotated Bibliography and Design and Operation of a Project and Product Tracking System.

PROJECT DIRECTOR: Budke, Wesley E.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$144,694 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: *Annotated Bibliographies, Career Education, Contracts, Curriculum Development, Demonstration Projects, *Federal Aid, Grants, Information Dissemination, *Information Processing, Information Retrieval, *Information Systems, *Research Projects, *State Federal Aid

An annotated bibliography will be compiled of research, exemplary and innovative, and curriculum development projects assisted with funds made available under vocational education legislation from FY 1970 through FY 1977. It will be published in two volumes: Volume I, federally administered projects, and Volume II, state administered projects. Approximately 8,000 projects will be included. Information on these projects will be acquired from published sources, The Bureau of Occupational and Adult Education, and the state research coordinating units. Concurrent with the compilation of the annotated bibliography of projects, a tracking system for projects and products will be designed and operated. The tracking system will be computerized and have the capability of maintaining a file of information about all projects funded under vocational education legislation, identifying the reports and products emanating from these projects, and noting document availability (i.e., inclusion in the ERIC system). Documents not included in ERIC will be available for onsite review at the National Center. The system will utilize files created for other National Center Clearinghouse activities and will provide a master file of vocational education projects and products.

CC000145 $34,785 Manchak

Annual Reports of Federal and State-Administered Projects.

PROJECT DIRECTOR: Budke, Wesley E.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$34,785 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: *Abstracts, American Indians, Annual Reports, Bilingual Education, Career Education, Contracts, Curriculum Development, *Federal Aid, Grants, *Information Dissemination, *Information Processing, *Research Projects, Staff Improvement, State Federal Aid

The purpose of this task is to publish annual compilations of projects supported under vocational education legislation in order to provide a record of fiscal year funding and an awareness of ongoing research to reduce duplication of effort and facilitate incorporation of innovations into existing programs. Two annual reports of federally administered projects will be published in calendar year 1979. "Current Projects in Vocational Education - FY 1978" will contain abstracts of projects administered by the Division of Research and Demonstration, U.S. Office of Education. These will include program improvement projects of national significance, bilingual education, personnel training, contracts with Indian tribes, and the National Center for Research in Vocational Education. A second report will contain abstracts of vocational education, career education, and education and work projects supported by the four member agencies of the Coordinating Committee on Research in Vocational Education: National Institute of Education, Fund for the Improvement of Postsecondary Education, and the Office of Career Education and the

Division of Research and Demonstration, U.S. Office of Education. Procedures to produce these two reports include acquiring information and proposals (or proposal abstracts) from the sponsoring agencies, preparing project resumes, and producing camera-ready copy for printing. The annual report of state administered projects will present, in one convenient volume, information on projects funded in each state for each fiscal year. These projects are announced in the "Projects in Progress" section of "Resources in Vocational Education." The annual reports will be submitted to ERIC and distributed to the U.S. Office of Education and designated vocational education administrators.

CC000146 $181,231 Manchak

Providing Technical Evaluation Services for Educational Agencies.

PROJECT DIRECTOR: Stevenson, William
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$181,231 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: Case Studies, *Evaluation, Evaluation Methods, *Evaluation Needs, Needs Assessment, *Program Effectiveness, School Districts, State Departments of Education, Surveys, *Technical Assistance, *Vocational Followup
IDENTIFIERS: *Special Needs Subpopulations

The objectives of this task are to (1) provide technical evaluation assistance to four states and their respective LEAs, concentrating on follow-up of completers and leavers of vocational programs and assessment of effectiveness of programs for special needs subpopulations; (2) determine the priority of evaluation needs and assess evaluation capabilities in vocational education by states, LEAs, and other public agencies as a guide to project objectives and procedures in subsequent years; (3) prepare a case study of the evaluation services conducted and results achieved in each of the four selected states; and (4) develop and implement a complete evaluation system in four states. Six activities have been identified as essential in the conduct of this task the first year: refine and update procedures, analyze evaluation roles and responsibilities, select state education agencies, diagnose states' needs and capabilities and provide technical assistance, conduct surveys and establish prioritized needs, and prepare case studies. The task is expected to provide SEAs, LEAs, and other recipients of vocational education funds with more accurate information to guide program planning and to fulfill their mandated evaluation requirements; to develop a documented list of evaluation needs and capabilities based on experience in the four selected states; to provide all states wishing to improve their evaluation of vocational education with a synthesis of experiences and practices useful in increasing the effectiveness of follow-up and program evaluation for special needs subpopulations; and to provide examples to serve as guides for other states in the development of evaluation systems that provide information to facilitate the planning and operation of programs more responsive to the needs of individuals.

CC000147 $61,906 Manchak

Developing Evaluation Handbooks for Vocational Education.

PROJECT DIRECTOR: McCaslin, Norval L.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$61,906 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: *Administrator Guides, Data Analysis, *Guidelines, Information Needs, Literature Reviews, *Program Evaluation, *Vocational Followup

In order to assist state and local administrators in improving their expertise in the areas of program evaluation and follow-up studies, this task is designed to produce two handbooks. One handbook will contain guidelines for improving the technical aspect of follow-up studies which will enable state and local educational agencies and other public agencies to improve the planning, conducting, reporting, and use of these studies. The other handbook will be a procedural guide which will improve the techniques and practices for obtaining follow-up information, thus improving the ability of state and local education agencies to provide services to special needs subpopulations. Procedures to develop the handbooks will include translation of the problem statement into questions and/or task statements; identification of data or information needs; review of literature; analysis of data; preparation of detailed outline of typical areas; preparation of initial draft; review based upon selected criteria; revision; and development of final manuscript.

CC000148 $110,092 Manchak

Increasing the Credibility of Vocational Education Evaluation Reports.

PROJECT DIRECTOR: Franchak, Steven
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: OEC-300-78-0032
PROJECT: 498AH80003
FY78-$110,092 16-Jan-78 TO 15-Jan-79
NOTE: This task is performed as part of the contract for the National Center for Research in Vocational Education.
DESCRIPTORS: *Evaluation, *Evaluation Criteria, *Reports, *Research Reviews (Publications), *Technical Assistance, *Technical Writing

The purpose of this task is to identify desirable characteristics of vocational education evaluation reports, provide an independent review and critique of evaluations of vocational education reports, and provide technical assistance on improving these reports. The result of the reviews and critiques will provide information and services to educational agencies that can be used to upgrade the quality of information and thereby capacitate them to become more rigorous in meeting the requirements for scientific inquiry in preparing future evaluation reports of vocational education. Specific objectives are to (1) identify the characteristics that are most important and relevant in assessing evaluation reports of vocational education such as those mandated in the Education Amendments of 1976; (2) conduct reviews and critiques of selected regional and statewide evaluation reports of vocational education; (3) provide technical and consultative evaluation services to agencies selected to submit evaluation studies; and (4) prepare an "Evaluation of Vocational Education Review Annual." The activities to be conducted are organized into six components: finalize project procedures for the first year, solicit and select evaluation reports, review evaluation reports, provide evaluation technical services to states on evaluation reports, and prepare the vocational education evaluation review annual.

Curriculum Coordination Centers

CC000149 $133,361 Anderson

Western Curriculum Coordination Center.

PROJECT DIRECTOR: Zane, Lawrence F. H.
ORGANIZATION: Hawaii Univ., Honolulu. Coll. of Education.
ADDRESS: 2444 Dole Street, Honolulu, HI 96822. (808) 948-7834
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Hawaii Congressional District Number 1
GRANT: OEG-00-77-00004
PROJECT: 496AH70002
FY77-$65,041 01-Jan-77 TO 31-Dec-77;
FY78-$68,320 01-Jan-78 TO 31-Dec-78
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: January 1, 1977 - December 31, 1979.
DESCRIPTORS: Consortia, *Curriculum Development, *Information Dissemination, *Instructional Materials Centers, Networks, *Regional Cooperation

The purpose of this project is to maintain a curriculum coordination center within the National Network for Curriculum Coordination in Vocational Technical Education (NNCCVTE) that will serve the consortium states and territories in the Western Region: American Samoa, Arizona, California, Guam, Hawaii, Nevada, the Northern Marianas, and the Trust Territory of the Pacific Islands. The Center will house and disseminate vocational education curriculum materials and will assist the consortium states in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials in order to reduce duplication of effort. Procedures are to (1) establish and maintain the operation of the Western Curriculum Coordination Center to house vocational education curriculum materials; (2) disseminate curriculum materials and information to the states in the Western Region, the other regional centers, and the U.S. Office of Education; (3) respond to requests for materials from the western states and others in the National Network; (4) identify state and regional curriculum priorities; (5) share information and plans regarding curriculum materials and needs by means of a reporting system, quarterly newsletter, regional meetings, conferences, and workshops; and (6) participate in the activities of NNCCVTE.

CC000150 $81,710 Anderson

East Central Curriculum Coordination Center.

PROJECT DIRECTOR: Douglass, Rebecca S.
ORGANIZATION: East Central Network for Curriculum Coordination, Springfield, Ill.
ADDRESS: 100 North First Street, Springfield, IL 62777. (217) 782-0759
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Illinois Congressional District Number 20
CONTRACT: OEC-300-78-0024
PROJECT: 498AH80001
FY78-$81,710 01-Jan-78 TO 31-Dec-78
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: January 1, 1978-December 31, 1980.
DESCRIPTORS: *Curriculum Development, *Curriculum Evaluation, *Instructional Materials Centers, Library Circulation, *Resource Centers, Staff Improvement

The East Central Curriculum Coordination Center provides leadership to and coordinates curriculum planning, development, and dissemination in Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, and Wisconsin. Objectives are to (l) provide information resources to be used toward the improvement of state capabilities and services; (2) promote efficient use of resources and facilitate coordination in the design, development, and dissemination of curriculum within the East Central Region; (3) provide a system for evaluation and utilization of curriculum products and information to be used by national, state, and local decision makers; (4) provide professional development activities to train or upgrade personnel in the areas of curriculum development, dissemination and diffusion, curriculum management, and utilization of research findings; (5) assist in the elimination of sex bias and sex-role stereotyping in vocational programs and curriculum materials; and (6) serve as a center for promoting cooperation and coordination with other organizations and agencies involved with vocational research, curriculum design, development, and dissemination. The Center will operate a loan library of curriculum resource materials for the twelve states in the region, disseminate curriculum materials received from the other Centers, collect and report information to the U.S. Office of Education regarding the impact of the Center on the states in the region, evaluate Center services, participate in the activities of the National Network for Curriculum Coordination in Vocational Technical Education (NNCCVTE), and provide a system for input to aid in the use of information from the National Center for Research in Vocational Education.

CC000151 $97,111 Anderson

Southeast Curriculum Coordination Center.

PROJECT DIRECTOR: Shill, James
ORGANIZATION: Mississippi State Univ. Research and Curriculum Unit, Mississippi State.
ADDRESS: Drawer DX, Mississippi State, MS 39762. (601) 325-2510
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Mississippi Congressional District Number 2
GRANT: OEG-00-77-00005
PROJECT: 496AH80003
FY77-$48,556 01-Jan-77 TO 31-Dec-77;
FY78-$48,555 01-Jan-78 TO 31-Dec-78
NOTE: Total project dollars do not reflect projected

monies for continuing years. Project funding period: January 1, 1977 - December 31, 1979.

DESCRIPTORS: Cooperative Planning, *Curriculum Development, Educational Coordination, *Instructional Materials Centers

The primary mission of the Southeast Curriculum Coordination Center is to provide leadership for coordination of activities in the planning, development, and diffusion of vocational curriculum for new and changing occupations and for coordination of improvements in and dissemination of existing curriculum materials in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee. The primary objective of the Center is to expand the interactional activities among these states and to articulate their curriculum needs and problems at the national level through the National Network for Curriculum Coordination in Vocational Technical Education. Procedures will include (1) assessing curriculum development needs and current activities in the region; (2) assessing priority areas for future curriculum development; (3) assessing current curriculum formats, validation strategies, and field testing strategies in the region; (4) implementing a regional curriculum coordinating council; (5) establishing a curriculum review panel; and (6) conducting training activities for curriculum development personnel. This project will impact on national, state, and local levels by improving curriculum services and capabilities, reducing duplication of effort, stimulating cooperative relationships at state and local levels, establishing and maintaining a system for determining curriculum needs, and providing avenues for sharing information and materials.

CC000152 **$54,959** Anderson

Midwest Curriculum Coordination Center.

PROJECT DIRECTOR: Patton, Bob

ORGANIZATION: Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

ADDRESS: 1515 West Sixth Avenue, Stillwater, OK 74074. (405) 377-2000, Ext. 252

ORG TYPE: State/Local Education Agency

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: Oklahoma Congressional District Number 6

CONTRACT: OEC-300-78-0025

PROJECT: 498AH80002
FY78-$54,959 01-Jan-78 TO 31-Dec-78

NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: January 1, 1978-December 31, 1980.

DESCRIPTORS: *Curriculum Development, Instructional Improvement, *Instructional Materials Centers, Systems Approach

The purposes of the Midwest Curriculum Coordination Center are to improve curriculum capability and services at the state levels of each state within the region, minimize duplication of curriculum development activities, and improve curriculum management resources available to both state and national decision makers. The objectives of the Center are to coordinate curriculum activities of the Midwest Curriculum Network, which serves Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas; provide curriculum information and materials to each participating state, other federally funded centers, Regions VI and VII, and the U.S. Office of Education; provide the means for each state in the region to apply the systems approach in the development and use of curriculum materials; and develop standards for curriculum development in order to increase transportability of curriculum materials and avoid duplication of efforts. Procedures will include (1) collecting abstracts of curriculum products under development within the region, (2) compiling and disseminating a profile of curriculum projects under development and the identified needs within states, (3) collecting impact information about coordination efforts, (4) providing consultant services to states for diffusion and development training, (5) promoting continual cooperation with business, industry, and other agencies, and (6) assessing formats, validation strategies, and field-testing methodology.

Bilingual Vocational Education

CC000153 $257,288 Gunderson

Bilingual Vocational Dental Assistant Training.

PROJECT DIRECTOR: Weissman, Fredric

ORGANIZATION: California Univ., Los Angeles. Univ. Extension.

ADDRESS: 405 Hilgard Avenue, Los Angeles, CA 90024. (213) 825-1431

ORG TYPE: College/University

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: California Congressional District Number 23

GRANT: OEG-00-78-03117

PROJECT: 558AH80027
FY78-$257,288 15-Aug-78 TO 14-Aug-79

DESCRIPTORS: *Adult Vocational Education, *Bilingual Education, *Dental Assistants, English (Second Language), Paraprofessional Personnel, *Spanish Speaking

The purpose of this project is to continue and further develop an ongoing bilingual vocational training program to assist low income, language-disadvantaged persons in the central-city Los Angeles area to acquire the manual and academic skills necessary to work as dental paraprofessionals. Specific objectives are to (1) provide 1,080 hours of bilingual training to fifty persons; (2) extend dental health care delivery systems and services to a greater number of persons of limited or no English-speaking ability through utilization of bilingual paraprofessionals who are capable of performing expanded functions; (3) provide high quality vocational training having long-term career opportunities and immediate gainful employment; and (4) provide a model for other similar programs. Recruitment procedures will involve contacts with public service agencies and community dentists. The one-year program is divided into three modules of twelve weeks each, thirty hours per week. In addition to lectures and laboratory and clinical training in dental practices and procedures, the curriculum includes courses in English, psychology, and speech. Emphasis will be placed on performance in an actual clinical setting, and ESL instruction will be offered for program participants in two types of courses: a two-week session on general English and a twelve-week course on vocational English as related to dentistry. Community agencies, practicing dentists, the Los Angeles County Dental Society, and the advisory board will assist in job placement of graduates, and follow-up surveys will conducted to determine the effectiveness of the program. As a result of this project, fifty formerly unemployed persons will be trained for long-term employment, and the demand of community dentists for bilingual assistants will be partially met. Extended health services will be available to the community, and the program model and materials developed may assist in the implementation of similar programs.

CC000154 $100,218 Gunderson

Mission Center Bilingual Training Project in Medical/Dental and Graphic Arts Field.

PROJECT DIRECTOR: Barrios, Mario

ORGANIZATION: San Francisco Community Coll. District, Calif. Mission Community Coll. Center.

ADDRESS: 890 Valancia, San Francisco, CA 94110. (415) 648-1415

ORG TYPE: College/University

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: California Congressional District Number 5
GRANT: OEG-00-78-02641
PROJECT: 558AH80069
FY78-$100,218 05-Sep-78 TO 04-Sep-79
DESCRIPTORS: *Adult Vocational Education, Art Education, *Bilingual Education, Commercial Art, *Graphic Arts, *Office Occupations Education, *Spanish Speaking

The purpose of this project is to implement and administer two bilingual (Spanish and English) vocational skills training programs for limited English-speaking and bilingual adults. The programs, bilingual medical/dental receptionist training and bilingual graphic arts and advertising training, will each be offered for twenty-six weeks to San Francisco residents. These programs will train and offer stipends to a total of forty students from economically disadvantaged, unskilled, limited English-speaking backgrounds. Each program will provide comprehensive skills training and bilingual student support services to assist in securing job placement in each employment training area upon program completion. Work sites will be developed by the counselor and job development/placement component to provide participating students with practical work experience and an opportunity to use and further develop the skills taught in the classroom. Job placement specialists of the Mission Center project will coordinate an effort on behalf of each student to gain employment in the chosen occupational training field. This project will enable employers in the Mission community and greater San Francisco to be involved in the planning and evaluation of the project through their participation on an advisory committee.

CC000155 $370,403 Gunderson

Bilingual Vocational Instructor Training Program to Prepare 30 Full-Time Pre-Service and 60 Part-Time Inservice Instructors in Accounting, Finance and Guidance/Counseling.

PROJECT DIRECTOR: Tsu, John B.
ORGANIZATION: San Francisco Univ., Calif. Bilingual Multicultural Program.
ADDRESS: 2130 Fulton Street, San Francisco, CA 94117. (415) 666-6878
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: California Congressional District Number 5
GRANT: OEG-00-78-00142
PROJECT: 588AH80003
FY78-$370,403 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Accounting, Banking, *Bilingual Education, *Bilingual Teachers, Chinese Americans, *Counselor Training, English (Second Language), Filipino Americans, Inservice Education, Preservice Education, Program Evaluation, Spanish Speaking, *Teacher Education

The purpose of the bilingual vocational instructor training program is to help meet the critical shortage of instructors possessing both the job knowledge and skills and the dual language capabilities required for adequate instruction or counseling and guidance of persons handicapped by their limited English-speaking ability. The program is designed for thirty preservice instructors and counselors who will be prepared to train persons as para-accountants or bank tellers and to use counseling/guidance techniques. Among the full-time participants, ten each will be Chinese, Filipino, and Spanish-speaking. Of the full-time participants, half will be trained in accounting and banking, and half will be trained in the counseling and guidance areas. The instructional design of the program for these participants will include weekday morning study of a target language or of English-as-a-Second-Language (ESL), depending on language abilities. The afternoons will be devoted to content and skills instruction in the core curriculum areas of accounting and banking and to counseling and guidance methodology. For the part-time inservice participants, emphasis will be placed on target language study and on vocational theories and methods during two evening sessions weekly. During an all-day Saturday session, there will be further emphasis on target language study, ESL, and on vocational theories and counseling skills. Both formative and summative evaluation will be conducted, using the competency-based approach. Evaluations will be done by the participants, the teaching staff, an advisory committee, and work site supervisors.

CC000156 $153,314 Gunderson

Comprehensive Bilingual Occupational Training Program for Citizens of Limited English Speaking Ability to Work as Subprofessionals in the Fields of Accounting, Banking and Finance.

PROJECT DIRECTOR: Sheller, Ines
ORGANIZATION: Miami-Dade Community Coll., Fla. New World Center Campus.
ADDRESS: 300 N.E. 2 Avenue, Miami, FL 33132. (305) 577-6740
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Florida Congressional District Number 15
GRANT: OEG-00-78-02640
PROJECT: 588AH80004
FY78-$153,314 30-Aug-78 TO 29-Aug-79
DESCRIPTORS: *Adult Vocational Education, *Bilingual Education, *Business Education, *Cubans, English (Second Language), Junior Colleges, Spanish Speaking

The purpose of this continuing program is to identify and engage 100 unemployed or underemployed Hispanic citizens of limited English-speaking ability in a comprehensive one-year bilingual occupational training program and prepare them to work as subprofessionals in the fields of accounting, banking, and finance. The program will be conducted at an outreach training facility located in an area with high concentration of individuals from the identified target group. Student recruitment will be handled primarily by way of bilingual media-advertisement and coordination with various community agencies already working with the target population. Pre-admission counseling will be the responsibility of the coordinator of training support services and two occupational counselors. Special effort will be undertaken to contact high school graduates. Occupational interest tests and occupational aptitude tests will be available. A bilingual/bicultural approach to occupational training will be used to increase trainee achievement in major content areas, increase proficiency in the native and second languages, and develop positive self-concepts. The major aspects of the curriculum design are subject content, language proficiency, and instructional support. This year, the project budget will be restructured to include tuition allowances for the enrollees. It is anticipated that the project will result in increased employment or educational mobility for graduates and improved services to Miami's Spanish-speaking population. In addition, the bilingual instructional approaches to occupational training developed will be available for use by other institutions.

CC000157 $111,527 Gunderson

Projecto Plasticos: Bilingual Training Program for Plastics Entry Level Position.

PROJECT DIRECTOR: Cruz, Juan C.
ORGANIZATION: Elgin Community Coll., Ill.
ADDRESS: 1700 Spartan Drive, Elgin, IL 60120. (312) 697-1000, Ext. 314
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Illinois Congressional District Number 13
GRANT: OEG-00-78-02639
PROJECT: 558AH80082
FY78-$111,527 28-Aug-78 TO 27-Aug-79
DESCRIPTORS: Adjustment (to Environment), *Adult Vocational Education, Basic Skills, *Bilingual Education, *English (Second Language), Entry Workers, *Plastics, *Spanish Speaking, Trade and Industrial Education, Underemployed, Unemployed

The primary objective of this ongoing project is to identify, recruit, assess, train, and place eighty unemployed or underemployed Spanish-speaking residents in entry-level positions in the plastics industry in the Chicago area. Instruction will be provided in English-as-a-Second-Language, plastics skill training, and acculturation. This year, as a result of the U.S. Office of Education recommendations, these three elements will be integrated into one concept, Plastics English-as-a-Second Language (P/ESL). The addition of an eight-week, pre-P/ESL component will provide participants with the opportunity to improve their basic skills in math, English, reading, and writing. Spanish instruction will be added for illiterate Spanish-speaking students during sixty-four contact hours. Four training cycles having twenty participants each will meet for 400 hours over a period of twenty weeks. Staff development and project evaluation will be conducted. The language laboratory at the college will be used for reinforcement and self-directed learning. Teaching methods such as situational reinforcement, the direct method, and role playing will be emphasized. Expected contributions to education will include (1) placing seventy trained, Spanish-speaking persons in plastics industries; (2) creating industrial and college awareness of the need for bilingual vocational training; (3) assisting industry in meeting its affirmative action goals; and (4) increasing the adjustment of Spanish-speaking residents to Anglo society.

CC000158 $91,648 Gunderson

Bilingual Training Program in Housing Maintenance and Repair Skills.

PROJECT DIRECTOR: Diaz, Rafael
ORGANIZATION: Bronx Community Coll., N.Y.
ADDRESS: University Avenue and W. 181 Street, Bronx, NY 10453. (212) 220-2915
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: New York Congressional District Number 22
GRANT: OEG-00-78-02945
PROJECT: 558AH80068
FY78-$91,648 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Bilingual Education, Community Colleges, English (Second Language), Post Secondary Education, *Spanish Speaking, *Trade and Industrial Education

This continuing program will (1) provide inservice education to 100 Spanish-speaking trainees to equip them with the housing maintenance and repair skills requisite to job mobility; (2) impart to the unemployed or preservice Spanish-speaking trainees the skills needed to secure employment as handymen, maintenance men, or superintendents; (3) heighten the occupational and educational potential of trainees through the recruitment and hiring of one bilingual job developer/counselor who will actively work with employers and trainers on behalf of trainees; and (4) encourage program replication through the dissemination of locally developed curriculum materials. The plan for fiscal year 1979 is to maintain program components whose impact has been positive and to restructure those components whose impact has been less than optimum. Accordingly, six cycles of vocational skills training will be offered for a total of 576 hours (i.e., six hours per week for sixteen weeks) and coordinated with six cycles of English-as-a-Second-Language (ESL) instruction for a total of 576 hours. Approximately fifteen trainees will be accommodated in each combined vocational skills/ESL cycle, thereby permitting the training of approximately 90-100 trainees during the project period. Counseling and job placement, development, and referral services will remain in place, and with the addition of a part-time job developer to the staff of this essential supportive service component, it is anticipated that the project's current ninety-five percent rate of placement will remain steady. As a result of this project, it is anticipated that inservice and preservice housing personnel will acquire the skills needed to advance in their present positions or to better qualify for upcoming positions in community housing programs and building maintenance operation.

CC000159 $291,691 Gunderson

Bilingual Vocational Program to Train Unemployed and Underemployed Chinese as Professional Chefs.

PROJECT DIRECTOR: Hsu, F. Richard
ORGANIZATION: China Inst. in America, New York, N.Y.
ADDRESS: 125 E. 65th Street, New York, NY 10021. (212) 744-8181
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: New York Congressional District Number 18
GRANT: OEG-00-78-01154
PROJECT: 588AH80070
FY78-$291,691 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Adult Vocational Education, *Bilingual Education, *Chinese Americans, Cooking Instruction, *Cooks, Food Service Occupations, Work Experience Programs

The objectives of this project are to (1) train 100 unemployed or underemployed Chinese Americans from low income families as professional chefs; (2) provide these individuals with English language training; (3) place these trained bilingual chefs in restaurants in New York City and throughout the nation in suburban communities as well as urban areas; (4) help reduce unemployment and underemployment in the Chinese American community and in the New York City metropolitan area; and (5) continue developing a replicable model for a bilingual culinary program designed to service individuals with very little formal education. The program will consist of three training periods of ten weeks each, with thirty-three or thirty-four trainees per period. A total of 840 hours will be divided into classroom instruction and field practice. Major areas of instruction will include English for individuals with limited English-speaking ability, kitchen practice, and restaurant management and related subjects. Participants will have the opportunity to practice their English as they take part in field trips to major hotels, equipment factories, and other businesses both within and outside of New York City. Tutoring sessions will be available after hours, and placement counseling will be stressed. An evaluation team, comprised of outside experts in the ESL and restaurant fields, will assess the degree of program success.

CC000160 $127,903 Gunderson

A Program to Train Bilingual Vocational Chef Instructors.

PROJECT DIRECTOR: Hsu, F. Richard
ORGANIZATION: China Inst. in America, New York, N.Y.
ADDRESS: 125 East 65th Street, New York, NY 10021. (212) 744-8181
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: New York Congressional District Number 18
GRANT: OEG-00-78-00018
PROJECT: 558AH80011
FY78-$127,903 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Bilingual Education, *Bilingual Teachers, *Chinese Americans, *Cooks, Program Evaluation, *Teacher Education

The objectives of this project are to (1) train ten Chinese chefs as bilingual chef instructors; (2) provide a pool of trained personnel capable of staffing bilingual vocational programs for Chinese chefs; (3) make it possible to start additional bilingual chef training programs which will help meet the personnel needs of the Chinese restaurant industry; and (4) make it possible for more unemployed and underemployed Chinese to enter bilingual vocational training programs by filling the need for trained personnel to staff these programs. The training program for participants will last thirty-three weeks and will include instruction and practice teaching. Trainees will be prepared to serve as bilingual (Chinese and English) instructors in bilingual vocational training programs and will receive a traineeship of one hundred dollars weekly. The overall time schedule of the plan has been carefully worked out to coincide with the China Institute's 1978-79 bilingual vocational program to train Chinese chefs. Thus, chef instructor trainees will enter the program at the same time as Group I vocational trainees. They will begin supervised practice teaching when Group II vocational trainees enter the program. Trainees will practice teach under observation and complete their own classwork with Group III vocational trainees. Evaluation methodology will include a panel review, testing of participants, and restaurant proprietors'/head chefs' reviews.

CC000161 $237,989 Gunderson

Chinese English Bilingual Para-Professional Training Program.

PROJECT DIRECTOR: Yuen, Po S.
ORGANIZATION: Chinatown Manpower Project, New York, N.Y. Bilingual Dept.
ADDRESS: 70 Mulberry Street, New York, NY 10013. (212) 571-1691
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: New York Congressional District Number 17
GRANT: OEG-00-78-01415
PROJECT: 588AH80014
FY78-$237,989 30-Aug-78 TO 29-Aug-79
DESCRIPTORS: *Adult Vocational Education, *Bilingual Education, *Chinese Americans, Cross Cultural Training, English (Second Language), *Office Occupations Education, *Paraprofessional Personnel

The objective of this continuing program is to provide Chinese immigrants with intensive skill training in the para-legal and para-accounting fields, as well as in English and bicultural background. Seventy-two trainees will participate in the twenty-four week program, which will be conducted each weekday for seven hours. Program modifications this year will include an expanded course in office skills. Through this course, typing and adding machine training will be added to the curriculum. The bicultural course, "Comparative Studies in Chinese and American Culture," is designed to help the Chinese immigrants learn more about the American way of life, character, government, and attitudes. A counseling component will be concerned with helping the trainees with their work adjustment problems, academic, vocational, family, or any other personal problems. Counseling will be conducted in groups in the classroom, as well as individually in a private office setting. The project will use both external and internal evaluation. Information for the internal evaluation will be obtained from questionnaire surveys, participants, instructors, and alumni. The Asian Bilingual Institute Evaluation Team will conduct the external evaluation.

CC000162 $59,308 Gunderson

Bilingual Instruction in Food Service and Auto Mechanics for Mexican-Americans of Limited English-Speaking Ability.

PROJECT DIRECTOR: Gililland, J. R.
ORGANIZATION: Canadian Valley Area Vocational-Technical School District 6, El Reno, Okla.
ADDRESS: P.O. Box 579, El Reno, OK 73036. (405) 262-2629
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Oklahoma Congressional District Number 6
GRANT: OEG-00-78-01955
PROJECT: 558AH80028
FY78-$59,308 30-Aug-78 TO 29-Aug-79
DESCRIPTORS: *Adult Vocational Education, *Auto Mechanics, *Bilingual Education, Correctional Education, *Correctional Rehabilitation, *English (Second Language), *Food Service, *Mexican Americans

The purpose of this continued program is to provide, through the use of two vocational training programs, an opportunity to broaden occupational aspirations and abilities for forty-five to fifty incarcerated men of Mexican-American origin. Special emphasis will be placed upon residents with language, academic, socioeconomic, or other handicaps which prevent them from successfully competing in the job market. The primary objective will be to broaden and improve the students' vocational education with a secondary emphasis upon English-as-a-Second-Language (ESL). This will be done by incorporating the ESL material into the automotive repair and food service programs for four hours daily. Incentive pay will be provided for students and Mexican-American tutors to serve as a motivational factor for shop and classroom performance and instructional assistance. Each training program will last approximately five to six months. The maximum daily enrollment of students under the bilingual grant will be twenty-five for the combined programs. Through the guidance, instruction, and counseling of a bilingual instructor, many instructional barriers will be eliminated for the participants. Communication in job-related areas will be more effectively established and initial job placement upon release from the institution will be improved.

CC000163 $116,992 Gunderson

Bilingual Secretarial and Building Trades Training Projects.

PROJECT DIRECTOR: Langley, Steve
ORGANIZATION: Little Wound School Board, Kyle, S. Dak.
ADDRESS: Box 1, Kyle, SD 57752. (605) 455-2461
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: South Dakota Congressional District Number 2
GRANT: OEG-00-78-01155
PROJECT: 588AH80080
FY78-$116,992 01-Aug-78 TO 31-Jul-79
DESCRIPTORS: *American Indians, *Bilingual Education, Building Trades, *Carpenters, English (Second Language), Individualized Instruction, Office Occupations Education, Post Secondary Education, *Secretaries
IDENTIFIERS: Oglala Sioux

This project is designed to train two groups of unemployed Oglala Sioux in the areas of building trades and office work. In the building trades area, the primary objective is to raise fifteen interns one skill level in carpentry and enable them to function as carpenters' assistants. Since trainees' knowledge of carpentry will vary, the project will be designed to serve both experienced and inexperienced participants. Interns will acquire skills necessary to engage in basic building processes and to safely operate all common hand and power carpentry tools. Whatever the carpentry skill level, the language component will provide trainees enough exposure to spoken English generally and carpentry terms in particular so that interns can understand directions given in English, ask for further instructions, and otherwise communicate with non-Lakota speaking employees. In the bilingual secretarial area, six participants will be recruited who already possess fundamental skills necessary for employment, a good working knowledge of Lakota, and some grasp of English. Secretarial interns will be pretested in reading, writing, and typing of English and posttested in writing and reading English, translating in both directions, and typing in both languages. Activity logs will be maintained by the secretarial trainees. They will also take course work in early childhood education and in various federal, state, tribal, and welfare programs to familiarize them with government program operations with which they might be involved. An experiential, individualized instruction will be used, with each subject area taught for a block of time until a specified degree of skill has been reached. Evaluation will include analysis of feedback from trainees and staff, number of work blocks completed and skill levels attained, and the variety of jobs filled by participants.

CC000164 $142,139 Gunderson

Bilingual Vocational Training Program in Fields of Clerical, Construction and Auto Mechanics.

PROJECT DIRECTOR: Vasquez, Keta
ORGANIZATION: Crystal City Independent School District, Tex.
ADDRESS: 805 E. Crockett, Crystal City, TX 78839. (512) 374-2353
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Texas Congressional District Number 23
GRANT: OEG-00-78-01956
PROJECT: 588AH80067
FY78-$142,139 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: *Adult Vocational Education, Auto Mechanics, *Bilingual Education, Building Trades, English (Second Language), *Mexican Americans, Office Occupations Education, On the Job Training, Spanish Speaking, Trade and Industrial Education

The purpose of this ongoing project is to provide bilingual training in the academic areas of communications and computation and in the vocational areas of office skills, general construction, and auto mechanics. The program is designed to assist the trainee to advance in present employment or enter employment in critical areas requiring academic and vocational skills. The proposed program of instruction will combine and coordinate related instruction with on-the-job training experience (practicum) or other occupational activities. The major ethnic population served by the project will be unemployed and underemployed Mexican Americans. Participants will receive counseling appropriate to their training and job aspirations. Upon completion of the program, participants will be able to demonstrate their communication skills in both English and Spanish as related to their vocational training. All trainees in the business-printing cluster will be given opportunity and encouragement to take the Merit System Examination required by the Texas Employment Commission.

CC000165 $201,694 Gunderson

Project to Train Bilingual Vocational Instructors.

PROJECT DIRECTOR: McKenty, Stuart B.
ORGANIZATION: Education Service Center Region 4, Houston, Tex.
ADDRESS: P.O. Box 863, Houston, TX 77001. (713) 868-1051
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Texas Congressional District Number 22
GRANT: OEG-00-78-00053
PROJECT: 558AH80008
FY78-$201,694 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Bilingual Education, *Counselor Training, *English (Second Language), Inservice Education, Instructional Design, Instructional Improvement, Navajo, *Spanish Speaking, *Staff Improvement, Vietnamese

The purpose of this project is to train existing staffs of selected institutions in bilingual approaches to vocational education. The selected institutions are committed to bilingual vocational education, have ongoing or emerging training programs, are in geographic areas with high concentrations of limited English speakers, and have bilingual staff members to be trained. The objectives are to (1) provide inservice training in vocational education to participants of four to six projects (located in Texas and the Southwest) funded under Title I, Part B, Subpart Three; the Hidalgo Jobs for Progress program; seven postsecondary institutions in Texas; and two postsecondary institutions not in Texas; (2) train a minimum of thirty-five bilingual vocational teachers and a minimum of fifteen English-as-a-Second Language (ESL) teachers; (3) train ten vocational counselors in skills of counseling and job development employing bilingual methods; (4) enable staffs in training to produce bilingual vocational and English language curriculum in a minimum of five vocational skills; and (5) prepare an inservice program for replication by collecting materials on a computer and in central files. The initial effort will be toward establishing Spanish-English projects, but the replicability of the developed program will be tested by using the same approaches in both the Navajo and Vietnamese languages.

CC000166 $127,296 Gunderson

Bilingual Vocational Education for Mexican-American Patients Institutionalized in the San Antonio State Hospital.

PROJECT DIRECTOR: Culclosure, David
ORGANIZATION: San Antonio State Hospital, Tex.
ADDRESS: Box 23310, Highland Hills Station, San Antonio, TX 78223. (512) 532-8811, Ext. 405
ORG TYPE: Other
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Texas Congressional District Number 20
GRANT: OEG-00-78-02528
PROJECT: 558AH80021

FY78-$127,296 01-Jul-78 TO 30-Jun-79

DESCRIPTORS: *Adult Vocational Education, Auto Mechanics, *Bilingual Education, Clerical Workers, *English (Second Language), Food Service Workers, *Institutionalized Persons, Mental Illness, *Psychiatric Hospitals, Spanish Speaking, Unskilled Labor

The overall objective of this project is to promote the acquisition of bilingual vocational and literacy skills among the large number of Mexican-American youth and adult patients with limited English-speaking ability. Approximately twenty students each (eighty total) will be prepared in the areas of general clerical and office work, service station operation and minor auto repair, food service activities, and janitorial and housekeeping activities. Patients and outpatients who were unable to find gainful employment before institutionalization will be identified. Individualized instructional techniques will be used to present vocational education experiences to participants. These methods will include use of filmstrips and programmed texts. Bilingual education staff members will coordinate activities with the instructors responsible for providing the basic GED and ESL educational experiences. Extensive use will be made of tutors and volunteer aides in order to free the primary vocational education instructors for in-depth vocational instruction of the program participants. Students will be exposed to relevant, vocationally related written materials, thus helping improve their ability to read and interpret such materials in the dominant cultural language (English). Also enhanced will be their ability to communicate orally in English in the work situation. Formative evaluation will be used throughout the program, with a circular process being used to integrate evaluation into program planning and implementation.

CC000167 $130,280 Gunderson

Bilingual Vocational Training Program.

PROJECT DIRECTOR: Cantu, Arnoldo

ORGANIZATION: SER/Hidalgo Jobs for Progress, San Juan, Tex.

ADDRESS: P.O. Box 72, San Juan, TX 78589. (512) 787-5541

ORG TYPE: Nonprofit

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: Texas Congressional District Number 15

GRANT: OEG-00-78-01156

PROJECT: 588AH80030

FY78-$130,280 01-Jul-78 TO 30-Jun-79

DESCRIPTORS: *Adult Vocational Education, *Bilingual Education, Bookkeeping, Career Awareness, *English (Second Language), Individualized Instruction, *Mexican Americans, Nurses Aides, Secretaries, Spanish Speaking, Welders

The objectives of this project are to (1) develop entry-level skills leading to jobs as bilingual secretaries, bookeepers, welders, and nurses' aides for 175 low-income, limited English-speaking persons; (2) develop English language skills related to these jobs so that participants can perform jobs in an English-speaking society; and (3) develop, through counseling, an awareness in participants of job opportunities in other regions of the country. A curriculum which integrates vocational and language skills of all program components will be developed. Participants will be pre- and posttested consistent with program objectives. Instruction will be individualized through the use of tutoring services and by allowing participants to progress at their own rates. Follow-up studies of program participants will be conducted upon completion of their training. As a result of this project, replicable, innovative bilingual methodologies and curricula will be developed and made available to other agencies or organizations working with bilingual vocational training programs. Responsive recruitment and placement methods, as well as bilingual guidance and counseling strategies, will be developed in a bilingual context.

Contract Program for Indian Tribes and Indian Organizations

CC000168 $295,968 Thiel

Bering Straits Eskimo Vocational Outreach Project.

PROJECT DIRECTOR: Frank, Doris E.

ORGANIZATION: Kawerak, Inc., Nome, Alaska. Vocational Training Div.

ADDRESS: Box 505, Nome, AK 99762. (907) 443-5231

ORG TYPE: Indian Tribe

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: Alaska Congressional District Number 1

GRANT: OEG-00-78-C0085

PROJECT: 588AH80070

FY78-$295,968 01-Aug-78 TO 31-Jul-79

NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: August 1, 1978-July 31, 1981.

DESCRIPTORS: Adult Vocational Education, *Alaska Natives, *Drafting, *Engines, *English Education, Human Dignity, Individual Needs, *Mathematics Instruction, *Metal Working Occupations, Skill Development, *Trade and Industrial Education

Through the combined efforts of Northwest Community College and Kawerak, Inc., a nonprofit affiliate of the Bering Straits Native Corporation, this project will develop and implement an onsite vocational training program for fifteen remote villages and the city of Nome in the Bering Straits region of Alaska. Specific objectives include the following: increasing and improving employment opportunities for natives, especially alienated youth and adult learners; assisting natives in assessing their abilities, vocational needs, and interests; and offering courses which will improve the natives' chances for acceptance into union apprentice training programs and which will allow them to acquire specialized technical training "outside" in order to be competitive in the labor market. Procedures include (1) conducting literature searches; (2) setting up programs in vocational mathematics, English, and drafting, as well as technical programs in construction, small engine service, diesel generator service, and metal trades (other potential areas of instruction will be based upon demand and need); (3) introducing the program and identifying potential students; and (4) training program personnel in the use of competency-based teaching materials. Besides immediate local benefits, the project will improve the health, safety, and general welfare of all people in the village communities and their development of a self-concept and sense of self-determination.

CC000169 $105,036 Thiel

Vocational Rehabilitation Service Provider's Training Project.

PROJECT DIRECTOR: Gorman, Nelson

ORGANIZATION: Chiniligi Alchini Idahoolaa, Inc., Chinle, Ariz.

ADDRESS: P.O. Box 1026, Chinle, AZ 86503. (602) 674-3451

ORG TYPE: Indian Tribe

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: Arizona Congressional District Number 4

GRANT: OEG-00-78-C0081

PROJECT: 588AH80058

FY78-$105,036 01-Aug-78 TO 31-Jul-79

NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: August 1, 1978 - July 31, 1981.

DESCRIPTORS: *American Indians, *Custodian

Training, *Developmental Disabilities, *Farm Occupations, *Handicrafts, *Home Economics Education, Paraprofessional Personnel, *Rehabilitation Programs, Special Education, Teacher Education, *Woodworking

IDENTIFIERS: Navajo (Tribe)

This project will provide comprehensive vocational rehabilitation services to developmentally disabled clients in the Navajo Indian reservation. Specific objectives are to provide vocational rehabilitation evaluations to a disabled population estimated at 10,000, using the Navajo language wherever feasible; and to provide vocational rehabilitation services to the clients in the following areas of training: farming, home economics, janitorial skills, laundry, woodworking, leathercrafts, ceramics, Navajo jewelry, and Navajo rugweaving. Procedures include establishing a two-year training program for paraprofessionals from neighboring areas so that they can work with physical therapists or occupational therapists in programs for the mentally retarded; and establishing courses for teachers, assistants, and vocational rehabilitation instructors in the following areas: Navajo literacy, Special Education Foundations (the understanding of mental retardation, neurological disorder, and emotional disturbance), child and Navajo child development, social issues proper to the Navajo family and society, the legal and human rights of citizens, testing and evaluation, and Navajo culture. This project specifically wishes to increase the earning potential and societal usefulness of the developmentally disabled Navajo population.

CC000170 $228,953 Gunderson

Choctaw Vocational Program.

PROJECT DIRECTOR: Shepherd, V. B.

ORGANIZATION: Mississippi Band of Choctaw Indians, Philadelphia. Tribal Dept. of Education.

ADDRESS: 471 Evergreen Street, Philadelphia, MS 39350. (601) 656-5813

ORG TYPE: Indian Tribe

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: Mississippi Congressional District Number 4

GRANT: OEG-00-78-C0097

PROJECT: 588AH80042
FY78-$228,953 01-Sep-78 TO 31-Aug-79

NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: September 1, 1978 - August 31, 1981.

DESCRIPTORS: Adult Education Programs, *Agricultural Occupations, *American Indians, Bilingual Education, Career Education, Consumer Education, *Electrical Occupations, *Managerial Occupations, Performance Based Education, Personal Growth, *Trade and Industrial Education

IDENTIFIERS: Choctaw (Tribe)

This bilingual bicultural project seeks to train adult members of the Mississippi band of Choctaw Indians in management skills, wood trades, metal trades, agriculture/horticulture, and electricity/electronics. Support services will also be provided which include basic language instruction, personal development courses, and consumer and career education. The entire project will be operated as a private, nonprofit organization, whose goal would be eventual self-sufficiency. Trades training will be related to the products to be marketed, while small business training will be related to the management of those enterprises developed within the trades programs. Procedures will include identifying trainees; designing and implementing competency-based instructional modules, utilizing systems development principles for each of the programs; and correlating the efforts of support services, management instructors, and trades courses. It is expected that the project will (1) relieve the chronic unemployment at the Choctaw reservation; (2) promote economic development by training small businessmen; (3) increase the responsiveness of the executive branch of the tribal government to the values and needs of the Choctaw people; and, in subsequent years, (4) identify additional vocational areas for training.

CC000171 $195,458 Thiel

Crow Tribe Vocational Training Program.

PROJECT DIRECTOR: Windyboy, Janine; Windyboy, Sam Vernon

ORGANIZATION: Crow Central Education Commission, Crow Agency, Mont.

ADDRESS: Box 370, Crow Agency, MT 59022. (406) 638-2228

ORG TYPE: Indian Tribe

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: Montana Congressional District Number 2

GRANT: OEG-00-78-C0167

PROJECT: 588AH80006
FY78-$195,458 01-Sep-78 TO 31-Aug-79

NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: September 1, 1978 - August 31, 1981.

DESCRIPTORS: *American Indians, *Business Education, Experiential Learning, *Health Occupations Education, *Office Occupations Education, *Printing, *Vocational Agriculture

IDENTIFIERS: Crow (Tribe)

This program will provide a forty-eight week vocational instructional training program to eighty-four Crow tribal members in the five areas of vocational-business, clerical typist, vocational-agriculture, community health technician, and off-set printing. Procedures will consist of providing locally-based courses, with Crow-speaking teachers in as many fields as possible, and designing both internal and external evaluation systems. Teaching methods will include lectures, small group task training, field trips, and on-the-job placement. Expected benefits are (1) provision of a secure learning environment because of the Crow-speaking teachers and onsite course offerings; (2) certification of program trainees in all five areas; (3) anticipated employment of more than ninety percent of the technical program graduates; and (4) an increased economic base for the Crow nation.

CC000172 $161,349 Thiel

Fort Belknap Vocational Education Project.

PROJECT DIRECTOR: Swan, Robert J.

ORGANIZATION: Fort Belknap Community Council, Harlem, Mont. Dept. of Education.

ADDRESS: Fort Belknap Agency, Harlem, MT 59526. (406) 353-2205, Ext. 267

ORG TYPE: Indian Tribe

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: Montana Congressional District Number 2

GRANT: OEG-00-78-C0103

PROJECT: 588AH80028
FY78-$161,349 15-Sep-78 TO 14-Sep-79

NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: September 15, 1978 - September 14, 1981.

DESCRIPTORS: Administrator Education, *Adult Education, *American Indians, Curriculum Development, Evaluation Methods, *Inservice Teacher Education, *Job Placement, *Leadership Training, Student Behavior, *Vocational Counseling

This project will design, implement, and evaluate a three-year comprehensive vocational education program for the Fort Belknap Reservation which will provide career counseling and job placement services for adults and youths; inservice training for the reservation-wide education committee, project staff, and tribal staff; and classes in community leadership and adult and vocational education. Procedures will include training project staff through inservice instruction (courses in vocational opportunities for Indians, curriculum development of vocational education materials, the psychology of the Indian student, human potential training, board training, proposal writing and grantsmanship, and evaluation models and techniques) and field study and workshops at the reservation/education conference in Montana. The evaluation procedure will be the Stufflebeam CIPP (content, inputs, process, product) method. The project will disseminate its findings through pamphlets and news releases. This project will provide to over 1,500 eligible youth and adults educational services which are currently not being provided by the public schools.

CC000173 $147,357 Thiel

Northern Cheyenne Business/Management Occupation Training Program.

PROJECT DIRECTOR: Rowland, James
ORGANIZATION: Dull Knife Memorial Coll., Lame Deer, Mont.
ADDRESS: P.O. Box 206, Lame Deer, MT 59043. (406) 477-6219
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Montana Congressional District Number 2
GRANT: OEG-00-78-C0107
PROJECT: 588AH80029
FY78-$147,357 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 - September 30, 1981.
DESCRIPTORS: *American Indians, *Business Education, *Junior Colleges
IDENTIFIERS: Cheyenne (Tribe)

This project will establish a two-year postsecondary training program on the reservation for the Northern Cheyenne Indians in business control and management which will allow transfer to a four-year business degree program or entry into the job market. Procedures include (1) identifying and placing twenty-five new trainees for the business occupations/management training program; (2) hiring two instructors to teach bookkeeping/accounting, business communications, and records keeping and management skills; (3) hiring four consultants, a banker, and three businessmen, who will provide ten days of business training; and (4) utilizing job descriptions and work requirements to set up course schedules and the types of presentations to be given by consultants. Expected benefits of this project are the provision of a pool of trained reservation people to fill positions in other tribal organizations, reduction of reservation unemployment, and an increase in the educational level of the reservation population.

CC000174 $182,477 Thiel

Salish Kootenai Vocational Education Training Program.

PROJECT DIRECTOR: McDonald, Joseph
ORGANIZATION: Confederated Salish and Kootenai Tribes, Pablo, Mont. Tribal Education Dept.
ADDRESS: Box 278, Pablo, MT 59855. (406) 675-4650
ORG TYPE: Indian Tribe
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Montana Congressional District Number 1
GRANT: OEG-00-78-C0083
PROJECT: 588AH80049
FY78-$182,477 01-Aug-78 TO 31-Jul-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: August 1, 1978 - July 31, 1981.
DESCRIPTORS: *American Indians, *Auto Mechanics, *Business Education, *Child Care Occupations, *Finance Occupations, *Office Occupations Education, *Vocational Counseling, *Welding
IDENTIFIERS: Flathead (Tribe), Salish Kootenai (Tribe)

This three-year program seeks to establish Salish-Kootenai training programs in corporate and business management, finance, secretarial and office administration, automotive repair, carpentry, welding, and day care, along with providing comprehensive tribal vocational counseling. During each year of the three-year program, the project staff hopes to graduate a total of 100 students from the combined programs. Procedures will include (1) planning and implementing each of the vocational course offerings for delivery in Dixon, Pablo, Ronan, and Polson in tribally owned facilities; (2) identifying prospective trainees; and (3) establishing college credit for the program trainees through Flathead Valley Community College. While lessening the number of unemployed tribal members, the program will increase the management and finance skills of sixty tribal members, thus increasing their effectiveness in administering tribal programs. Eventually it will increase tribal corporate and business enterprises, promoting a greater sense of self-worth among the Salish and Kootenai.

CC000175 $139,140 Thiel

Fort Peck Community College Vocational Education Program.

PROJECT DIRECTOR: McAnally, Robert
ORGANIZATION: Fort Peck Community Coll., Poplar, Mont.
ADDRESS: P.O. Box 575, Poplar, MT 59255. (406) 768-5106
ORG TYPE: Indian Tribe
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Montana Congressional District Number 2
GRANT: OEG-00-78-00105
PROJECT: 588AH80031
FY78-$139,140 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years.
DESCRIPTORS: *American Indians, *Auto Mechanics (Occupation), *Business Education, Community Colleges, Employment Opportunities, Government School Relationship, *Health Occupations Education, Junior Colleges, *Program Development, Program Evaluation, School Community Relationship, *Trade and Industrial Education
IDENTIFIERS: Assiniboine (Tribe), Sioux (Tribe)

This project will develop, implement, and evaluate postsecondary vocational education programs in health, science, carpentry, plumbing, business, auto mechanics, and supportive services for 160 people at Fort Peck Reservation. It will establish a vocational education component in the Fort Peck Reservation. It will also establish a vocational education component in the Fort Peck Community College to assure continuity of the vocational programs; develop existing or new job opportunities locally for graduates of the program; and strengthen or establish new working relationships with federal, state, and local educational agencies. Preliminary procedures will include recruiting and screening staff members, determining the needs of staff and then providing inservice training, and determining the needs of the reservation. Evaluation will be conducted on a continuous basis both internally and externally (by evaluators from Miles Community College and Indian Development Education Alliances, Inc.). By reducing the high unemployment and school drop out rates and raising the level of academic achievement among the Assiniboine and Sioux Indians, this project will increase the employability of these tribes and will directly benefit the economic base of the reservation.

CC000176 $141,788 Thiel

"You Show Me, I'll Learn": A Vocational Training Program.

PROJECT DIRECTOR: Bednark, Jim; Howard, Linda
ORGANIZATION: Yerington Paiute Tribe, Nev.
ADDRESS: 171 Campbell Lane, Yerington, NV 89447. (702) 463-3301
ORG TYPE: Indian Tribe
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Nevada Congressional District At Large
GRANT: OEG-00-78-C0106
PROJECT: 588AH80012
FY78-$141,788 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *American Indians, Apprenticeships, Auto Mechanics, Industrial Arts, Job Placement, *Program Development, *Trade and Industrial Education, Welding
IDENTIFIERS: Paiute (Tribe)

This project will develop a trained tribal work pool of Yerington Paiutes to staff and stimulate future tribal enterprises, in order to insure tribal self-sufficiency. Specifically, the project will establish vocational education programs in welding, general mechanics, and cultural arts. Five second-year apprentices will be trained in advanced arc welding techniques; five apprentices will be trained in basic vehicular mechanics; and five apprentices will be trained in beading, basketry, and hide tanning. Education procedures include hands-on training (sixty percent), classroom text instruction (twenty percent), and computer simulation and instruction (twenty percent). The tribe has leased a subscription to Control Data Corporation's Plato computer system and will use previously developed computerized learning packages. Evaluative criteria for program success include the satisfactory completion of training by apprentices and the placement of seven apprentices in local businesses. The program will ease the chronic unemployment of the Yerington Paiutes as well as raise the economic base of the reservation.

CC000177 $83,051 Thiel

Canoncito Career Vocational Program.

PROJECT DIRECTOR: Thompson, Grayce
ORGANIZATION: Canoncito Community School Board of Education, Inc., Albuquerque, N. Mex.
ADDRESS: P.O. Box 7566, Albuquerque, NM 87194. (505) 831-6993, Ext. 267
ORG TYPE: Indian Tribe
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: New Mexico Congressional District Number 2
GRANT: OEG-00-78-C0219
PROJECT: 588AH80056
FY78-$83,051 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 - September 30, 1981.
DESCRIPTORS: *American Indians, Career Exploration, Occupational Choice, *Occupational Clusters, *School Industry Relationship, *Senior High Schools, *Work Experience Programs
IDENTIFIERS: Navajo (Tribe)

This project will provide Canoncito Navajo youth currently enrolled in grades 9-12 at West Mesa High School with some experience in making career choices, using the experience-exposure approach in cooperation with the Albuquerque business community. Students will be paired with workers in sixteen different occupational clusters so they can discover their interests, abilities, and needs and can then begin to determine their career options and the kind of postsecondary training they will need to realize those options. Procedures involve screening applicants and their parents for the program, counseling students to determine vocational preferences, finding the right career options among the Albuquerque positions available, and home visits by the businessmen who will serve as "models" over the two months of exposure-experience. There will be biweekly evaluations by the students and a final evaluation at the end of two months. The program will seek to raise the educational level of the community, insure the employability of a greater number of Canoncito youth, and serve as a "door opener" to many Albuquerque businesses which otherwise might be unaware of the Canoncito people and their specific needs for occupational training opportunities.

CC000178 $177,682 Gunderson

Ramah Navajo Vocational Training Project.

PROJECT DIRECTOR: Vicenti, Dan
ORGANIZATION: Ramah Navajo School Board, Inc., Pine Hill, N. Mex. Office of Federal Projects.
ADDRESS: Drawer B, Pine Hill, NM 87321. (505) 783-5054
ORG TYPE: Indian Tribe
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: New Mexico Congressional District Number 2
GRANT: OEG-00-78-C0220
PROJECT: 588AH80071
FY78-$177,682 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 - September 30, 1981.
DESCRIPTORS: Adult Vocational Education, *American Indians, *Building Trades, *English (Second Language), *Office Occupations Education, Program Development, *Trade and Industrial Education, *Vocational Agriculture
IDENTIFIERS: Navajo (Tribe)

This project will design, implement, and evaluate a three-year vocational education program for 500 unemployed and underemployed members of the Ramah Navajo reservation, focusing on office occupations, basic and advanced construction trade skills, vocational agriculture, and English-as-a-Second Language. The project will be carried out by the Navajo Ramah school board, which doubles as the major employer of program graduates. Procedures will include providing hands-on training in typewriting, shorthand, telephone use, business writing, carpentry, masonry, blueprint reading, mathematics, plumbing, electricity, sheep dipping, combiotics, birthing, crop cultivation, and solar greenhouses, all in combination with English language training. Curriculum developed by the Mid-America Vocational Curriculum Consortium will be used in both the office trades and constructions skills programs. By providing career awareness, vocational training, and facility in the use of English, the project will create job opportunities for persons wishing to remain on the reservation and will impart skills so that those who wish to leave the reservation will be able to do so.

CC000179 $152,609 Thiel

Vocational Education for TMH Children.

PROJECT DIRECTOR: Begaye, Reginald A.

ORGANIZATION: A School For Me, Inc., Tohatchi, N. Mex.

ADDRESS: P.O. Box 273, Tohatchi, NM 87325. (505) 733-2200

ORG TYPE: Indian Tribe

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: New Mexico Congressional District Number 2

GRANT: OEG-00-78-C0082

PROJECT: 588AH80068

FY78-$152,609 01-Aug-78 TO 31-Jul-79

NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: August 1, 1978 - July 31, 1981.

DESCRIPTORS: *American Indians, Apprenticeships, *Custodian Training, *Farm Management, Handicapped Children, *Home Economics Education, Individualized Programs, *Trainable Mentally Handicapped, *Woodworking

IDENTIFIERS: Navajo (Tribe)

This three-year project, using the already existing vocational education program A School For Me, Inc., (ASMI), will design and implement a vocational education program for trainable mentally/physically handicapped (TMH) Navajo children concentrating on the world of work, farm management, custodial skills, woodworking, and housekeeping and culinary skills. Specific objectives include (1) formulating a philosophy of Navajo TMH vocational training during the first year of the project; (2) designing a TMH vocational education model which covers the areas of work attitudes, habits, application, vocational identification in a TMH context, and specific skill development; (3) providing a program of direct vocational education to fifty TMH students over a period of three years; (4) replicating the TMH model for other TMH programs; and (5) graduating five students per year. Procedures will include recruiting and hiring staff, providing staff with forty hours of academic and prevocational training, examining the existing ASMI curriculum for areas relevant to TMH training, selecting Navajo TMH students, implementing individualized education plans for each student, and placing graduating students in a sheltered workshop as apprentices. This project will provide the first Indian TMH vocational education model, will close the gap between academic training and sheltered workshop employment, and will show that vast numbers of Indian handicapped can escape "warehousing" and find semi-independent existences.

CC000180 $451,688 Thiel

Project DISCOVER - Design for Indian Students through Cooperative Opportunities in Vocational Education and Research.

PROJECT DIRECTOR: La Fountain, Robert D.

ORGANIZATION: United Tribes Educational Technical Center, Bismarck, N. Dak. Education Dept.

ADDRESS: 3315 S. Airport Road, Bismarck, ND 58501. (701) 255-3285

ORG TYPE: Indian Tribe

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: North Dakota Congressional District At Large

GRANT: OEG-00-78-C0088

PROJECT: 588AH80048

FY78-$451,688 01-Sep-78 TO 31-Aug-79

NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: September 1, 1978 - August 31, 1981.

DESCRIPTORS: *American Indians, *Community Colleges, *Curriculum Development, Educational Needs, Financial Needs, Junior Colleges, *Needs Assessment, *Teacher Certification

A three-year joint effort of the United Tribes Educational and Technical Center (UTETC), Fort Berthold Community College (FBCC), Turtle Mountain Community College (TMCC), and Little Hoop Community College (LHCC), the project will, in its first year, (1) assess the educational and financial needs of its thirty-four member reservations, (2) develop and standardize curricula for the American Indian and a certificate for vocational teachers, (3) research those areas for which training is needed on the reservations, and (4) begin to examine the possibilities for long-term reservation economic growth. At the same time DISCOVER will establish the following vocational programs: at UTETC, photo-journalism, diesel engines, and heating, ventilating and air conditioning programs; at FBCC, farm and ranch management and electronics; at LHCC, business and farm management. TMCC will also expand its program in business management. The project will establish standards for the certification of teachers, which will increase the effectiveness of the vocational education programs and the ease of gaining accreditation from state and federal agencies. It will also lessen unemployment by providing needed training and education.

CC000181 $244,830 Thiel

Cheyenne - Arapaho Vocational Education and Program Improvement Project.

PROJECT DIRECTOR: Berlin, William

ORGANIZATION: Cheyenne - Arapaho Tribes of Oklahoma, Concho. Dept. of Education.

ADDRESS: P.O. Box 38, Concho, OK 73022. (405) 262-6332; (405) 262-2443

ORG TYPE: Indian Tribe

RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

GEOGRAPHIC LOCATION: Oklahoma Congressional District Number 6

GRANT: OEG-00-78-00084

PROJECT: 558AH80073

FY78-$244,830 01-Aug-78 TO 31-Jul-79

NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: August 1, 1978 - July 31, 1981.

DESCRIPTORS: *American Indians, *Building Trades, *Business Education, Guidance Counseling, Mobile Classrooms, *Office Occupations Education, *Program Development, Teacher Education, Trade and Industrial Education

IDENTIFIERS: Arapaho (Tribe), Cheyenne (Tribe)

This project will establish vocational education programs in the building trades, office occupations, and accounting/computing skills for those Native Americans living in the former Cheyenne-Arapaho reservation area in western Oklahoma, including those handicapped, unemployed, or underemployed. General program procedures include (1) choosing qualified people from industry and providing them with inservice training as teachers; (2) using the performance-based curricula designed for each occupational category by the State Department of Vocational and Technical Education; and (3) hiring a full-time counselor to handle personal and occupational adjustment problems, career decision problems, and placement. Specific procedures for the building trades include on-the-job trainee evaluations; paying trainees the minimum federal wage; and, as a final project, letting the trainees build a house. For both the office occupations and the accounting/computer skills courses, mobile learning vans will be used, each equipped with fifteen learning stations. This program will provide sixty trainees with entry level skills, establish new liaisons with the business community both on and off the reservation, and raise the economic development of an exceedingly disadvantaged area.

CC000182 $140,107 Gunderson

Kickapoo Vocational-Technical Education Program.

PROJECT DIRECTOR: Davis, Gary
ORGANIZATION: Kickapoo Tribe of Oklahoma, Melond.
ADDRESS: P.O. Box 58, Melond, OK 74851. (405) 964-2071
ORG TYPE: Indian Tribe
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Oklahoma Congressional District Number 4
GRANT: OEG-00-78-C0111
PROJECT: 588AH80018
FY78-$140,107 01-Sep-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: September 1, 1978 - July 31, 1981.
DESCRIPTORS: *Adult Basic Education, *Adult Vocational Education, *American Indians, English (Second Language), *Job Placement, Language Skills, *Program Development
IDENTIFIERS: Kickapoo (Tribe)

This project seeks to establish a language skills program at Gordon Cooper Area Vocational School for disadvantaged Kickapoo Indians who speak little or no English; select fifteen such Kickapoos for the program; supply them with 1,386 hours of vocational education in basic language skills, basic mathematics skills, and machine shop training; and assist them in finding work as machine operators. Procedures will include (1) conducting literature reviews of programs in language skills for native Americans; (2) testing and evaluating forty-six adult reading assignments using as topics facets of Kickapoo cultural life; (3) recruiting, screening, and testing potential trainees; (4) giving all applicants the General Aptitude Test Battery; (5) registering graduate trainees with the job developer of the Central Tribes' CETA Program; (6) setting appointments for trainees and accompanying them to interviews with the job developer; (7) assisting trainees in developing their resumes and/or in filling out job applications; and (8) working with trainees, the job developer, and program personnel until each trainee is placed in a job. While developing a model project which can be replicated in other areas, this project will improve both the economic positions of the trainees and their families and the relations between the Indian and non-Indian communities.

CC000183 $45,015 Thiel

Native American Vocational Assessment Project.

PROJECT DIRECTOR: Wheeler, James D.
ORGANIZATION: Central Tribes of the Shawnee Area, Inc., Okla. Employment and Training Dept.
ADDRESS: 624 N. Broadway, Shawnee, OK 74801. (405) 275-4870
ORG TYPE: Indian Tribe
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Oklahoma Congressional District Number 4
GRANT: OEG-00-78-C0104
PROJECT: 588AH80045
FY78-$45,015 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 - July 31, 1981.
DESCRIPTORS: *American Indians, Career Education, Evaluation Methods, *Guidance Counseling, Job Placement, Orientation, *Program Improvement, *Staff Improvement, Testing
IDENTIFIERS: Potawotami (Tribe), Shawnee (Tribe)

This program seeks to improve the effectiveness of vocational education to Native Americans by evaluating the testing, orientation, and guidance counseling procedures in three large training programs, those offered by the Central Tribes of the Shawnee Area, by the Oklahoma Potawotami, and by the Bureau of Indian Affairs. Specifically, the program hopes to (1) improve the current success rate from forty-four percent to sixty-six percent for those Indians participating in vocational training programs; (2) improve the training-related placement of Indians from sixty-two to seventy-two percent; (3) collect data leading to a determination of the most effective testing, guidance, and counseling procedures used in Native American vocational education; and (4) train the professional staff of the Central Tribes of the Shawnee Area and of other tribes so they can establish and maintain their own vocational and placement services. Procedures include the development and administering of testing, orientation, and guidance procedures for 250 Indians per year, the training of fifteen workers in Indian vocational education, and the collection of testing and follow-up data on all Indians enrolled in the Shawnee vocational program. This program is designed to engender testing orientation and counseling procedures that will directly benefit every Native American enrolled in a vocational training program.

CC000184 $170,844 Thiel

Vocational Education for the Oglala Sioux.

PROJECT DIRECTOR: Kline, Al
ORGANIZATION: Oglala Sioux Community Coll., Pine Ridge, S. Dak. Academic Div.
ADDRESS: Box 439, Pine Ridge, SD 57770. (605) 867-5847
ORG TYPE: College/University
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: South Dakota Congressional District Number 2
GRANT: OEG-00-78-C0086
PROJECT: 588AH80069
FY78-$170,844 01-Aug-78 TO 31-Jul-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: August 1, 1978 - July 31, 1981.
DESCRIPTORS: *Adult Basic Education, *Adult Vocational Education, Agricultural Education, *American Indians, Building Trades, Business Education, Guidance Counseling, Job Placement, Medical Education, Nursing, *Program Development, Trade and Industrial Education
IDENTIFIERS: Oglala Sioux (Tribe)

This three-year program will provide a six-year comprehensive development plan for providing vocational education programs in agriculture, nursing, business (secretarial), and building construction for the adult Oglala Sioux at Pine Ridge Reservation. Pine Ridge residents will be involved at all levels of the planning, implementation, and evaluation stages of the project. First-year procedures include renovating old and building new classrooms; developing a vocational education curriculum which stresses remedial reading, writing, and computation skills; and creating a syllabus which emphasizes the Indian heritage. In the second year, the four vocational programs will begin, each with an expected minimum enrollment of twenty-five students. The project will then provide guidance and counseling services, aptitude testing, therapeutic services, consumer and legal counseling, actual work crew experience, and vocational placement for all trainees. In the final year of the project, the first trainees will graduate, and enough community college financial committment to the development program is anticipated to allow a new group of trainees to enroll in the next two-year vocational program cycle. This program will provide Sioux adults with salable skills both off and on the reservation, improve the Pine Ridge labor force, and establish a model program of native American vocational education.

CC000185 $422,775 Thiel

Lummi Indian School of Aquaculture and Fisheries.

PROJECT DIRECTOR: Poole, Richard
ORGANIZATION: Lummi Indian School of Aquaculture and Fisheries, Lummi Island, Wash.
ADDRESS: P.O. Box 11, Lummi Island, WA 98262. (206) 758-2368
ORG TYPE: Indian Tribe
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Washington Congressional District Number 2
GRANT: OEG-00-78-C0087
PROJECT: 588AH80063
FY78-$422,775 01-Aug-78 TO 31-Jul-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: August 1, 1978 - July 31, 1981.
DESCRIPTORS: *American Indians, Biology Instruction, Fisheries, Junior Colleges, *Management Education, *Marine Biology, *Water Resources
IDENTIFIERS: Lummi (Tribe)

This ongoing project seeks to continue the Lummi Indian School of Aquaculture and Fisheries at Bellingham which serves all American Indian tribes. The school's specific objectives are to (1) promote education for northwest Indian tribes, (2) assist other Indian tribes in water resources and fishery management; and (3) develop species which have aquaculture potential. Procedures include making full use of Lummi Island, an unpolluted area within which can be found most types of fishery or aquaculture operation that can exist from California to Alaska. Specific program procedures include the following: screening every applicant through psychological and aptitude testing and counseling; making use of the hands-on classroom curricula already developed and evaluated at Lummi; paying a maintenance allowance of $3,000 to $3,500 a year per trainee; and providing trainees with on-the-job training, subsidized service employment, and follow-up and supportive services. As demonstrated by the ease with which the program has placed previous graduates as trained Indian aquaculture managers, this program can train managers to work on their reservations or at well-paying jobs throughout the continental United States.

CC000186 $166,393 Thiel

LCO Vocational Education and Occupational Skills Training Program.

PROJECT DIRECTOR: St. Germaine, Rick
ORGANIZATION: Lac Courte Oreilles Tribal Governing Board, Hayward, Wis.
ADDRESS: Route 2, Hayward, WI 54843. (715) 634-8934
ORG TYPE: Indian Tribe
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Wisconsin Congressional District Number 9
GRANT: OEG-00-78-C0112
PROJECT: 588AH80043
FY78-$166,393 01-Sep-78 TO 31-Aug-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: September 1, 1978 - August 31, 1981.
DESCRIPTORS: *American Indians, Apprenticeships, *Business Education, Elementary Secondary Education, *Home Economics Education, *Industrial Education, Interinstitutional Cooperation, Job Skills, *Program Development
IDENTIFIERS: Lac Courte Oreille (Tribe)

Based in Hayward, Wisconsin, and directed to Lac Courte Oreilles students and adults, this continued program seeks to design, implement, and evaluate a comprehensive program of general vocational education and occupational training in industrial arts, home economics, and business education and to correlate training with existing business opportunities. A joint effort of the University of Wisconsin at Stout, the Lac Courte Oreilles Ojibwa High School, and the Vocational Technical Adult Education System, this program will (1) assess curriculum and design a program which effectively coordinates needs and training; (2) develop a general vocational education and vocational skills program which offers a capstone modification of a general vocational education model, incorporates a cooperative program of apprenticeship, and designs its courses around the tribe's overall economic development plan; and (3) effectively recruit Indian adults and provide for close monitoring and follow-up procedures for determining the program's worth. Once implemented, this program will create more employable Ojibwas, will assist in the economic development of the Lac Courte Oreilles reservation, and will familiarize Indian students in grades K-12 with the world of work.

CC000187 $1,530,819 Thiel

Wind River Vocational Education.

PROJECT DIRECTOR: Cannon, Paul
ORGANIZATION: Wind River Indian Education Association, Inc., Ethete, Wyo.
ADDRESS: P.O. Box 145, Ethete, WY 82520. (307) 332-4248
ORG TYPE: Indian Tribe
RESPONSIBLE AGENCY: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
GEOGRAPHIC LOCATION: Wyoming Congressional District At Large
GRANT: OEG-00-78-C0096
PROJECT: 588AH80057
FY78-$1,530,819 01-Sep-78 TO 31-Aug-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: September 1, 1978 - August 31, 1981.
DESCRIPTORS: *Adult Vocational Education, *American Indians, Audiovisual Aids, *Business Education, *Program Development, Senior High Schools, *Trade and Industrial Education
IDENTIFIERS: Arapahoe (Tribe), Shoshone (Tribe)

This three-year project seeks to establish and evaluate a vocational education program in carpentry, electrical occupations, plumbing, auto mechanics, secretarial skills, and audiovisual equipment for the Arapahoe and Shoshone tribes which live around Ethete. Procedures will include (1) giving interest tests to area Indian high school students and channeling them into the desired vocational program; (2) recruiting adult Indians; (3) providing counselors who will insure student continuity by monitoring the programs and by maintaining a list of employers and current trainees, and who will arrange interviews and pregraduation visits to businesses; (4) providing field work for advanced students; and (5) providing counseling for those Indians who may wish to go into business for themselves. The program will be evaluated by examining how effectively it has met the compliance requirements, how effectively its various segments were managed, and how effectively it operated, according to those students, administrative personnel, school board members, and parent advisory committee members who were directly involved with it. The program will increase the number of employable Indians and the opportunities for economic development of the Shoshone and Arapahoe tribes.

U.S. OFFICE OF EDUCATION

Office of Career Education

CC000188 $80,000 Elbers

A Career Education Program for Low Income Youth.

PROJECT DIRECTOR: Beans, Bobbie
ORGANIZATION: Marion City School System, Ala.
ADDRESS: 103 Lee St., Marion, AL 36756. (205) 683-9307
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Alabama Congressional District Number 7
CONTRACT: G0078C0037
PROJECT: 554AH80500
FY78-$80,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Career Awareness, *Career Education, *Curriculum Development, Elementary Secondary Education, Inservice Education, Interinstitutional Cooperation, *Low Income Groups, *Rural Youth, *School Community Cooperation

The major objectives of this project are to enable (1) personnel to initiate and carry out a career education project in grades K-12; (2) teachers in those grades to write and implement two career education units (with activities primarily for low income youth) for use in their present academic curricula; and (3) K-12 students to increase their career awareness. To accomplish these goals, career education personnel will visit school systems with successful career education projects to acquire ideas and information. They will plan and develop the units through system-wide inservice programs, with assistance from the Alabama State Department of Education, Judson College, the University of Alabama, and the General Assistance Center at the University of Alabama; and they will work with a community advisory committee to coordinate school and community efforts toward developing an effective career education program and to develop community resource persons. Parent conferences and pretests and posttests dealing with the career units developed will be used to determine student progress. A third-party evaluator will advise and monitor all evaluation activities.

CC000189 $90,000 Elbers

Senior High School Model Career Education Program.

PROJECT DIRECTOR: Raymond, Carolyn
ORGANIZATION: Mesa Unified School District 4, Ariz. Center for Career Development
ADDRESS: 549 Stapley Drive, Mesa, AZ 85203. (602) 962-7329
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Arizona Congressional District Number 1
GRANT: G00 802036
PROJECT: 554AH80690
FY78-$90,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Career Education, Career Planning, *Community Involvement, *Demonstration Programs, Guidance Services, Senior High Schools, Student Attitudes, Teacher Attitudes, Work Experience

The purpose of this model career education program for grades 10-12 is to demonstrate the most effective methods and techniques of career education in the senior high school setting. It seeks to increase the knowledge and improve the attitudes of educators regarding career education and improve their use of community resources; increase the knowledge and improve attitudes of students participating in the project regarding understanding the self and others, the world of work, decision making, and goal setting; and develop and prepare for nationwide distribution a written description of the model senior high school career education program. The project will incorporate at one site all of the components of a comprehensive career education and guidance program including a systematic approach to counseling, placement, and follow-through programs present in the district in addition to: a community resource service, work exposure and work experience programs, various cooperative education programs, and commitment to career education principles. Implementation will be through two approaches. One, the Career Integration Implementation Program, will focus on the adults who interact with the students; the other will focus directly on students. Policy Studies in Education will be the third party evaluator.

CC000190 $78,736 Elbers

Arts and Entertainment Career Conference.

PROJECT DIRECTOR: Anello, John A.
ORGANIZATION: Walt Disney Productions, Anaheim, Calif.
ADDRESS: 1313 Harbor Boulevard, Anaheim, CA 92803. (714) 533-4456, Ext. 701
ORG TYPE: Profit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 35
CONTRACT: G0078C0038
PROJECT: 554AH80501
FY78-$78,736 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Academically Gifted, *Career Education, Career Exploration, *Conferences, Curriculum Development, Higher Education, *Talented Students, *Theater Arts, Work Experience

Major objectives of this project are to (1) implement changes in college and university curriculum offerings by acquainting arts administrators with a work experience program in the entertainment field and by updating their knowledge of career options, (2) acquaint university and college deans of fine arts with effective methods and techniques in entertainment career education for gifted and talented students and have them incorporate concepts into a plan for implementing change on their campuses, and (3) demonstrate the viability of entertainment industry jobs and show disparities between educational curricula and job requirements. Two three-day conferences, one at Disneyland and one at Disney World, will provide approximately 100 deans of fine arts colleges or heads of performing arts departments with opportunities for discussion with entertainment industry professionals and with opportunities for observing career possibilities. Conference staff will ask the deans and department heads to hold "Arts and Entertainment Career Seminars" for faculty and students on their own campuses using written and visual materials, prepared by Walt Disney Productions' Media Department, designed to show professional job options in the broad entertainment industry and indicate the kind of background required to prepare for those positions. Disney Productions will engage a third party evaluator and will administer pretests and posttests to conference participants to determine changes of attitude reflected by willingness to indicate specific actions they plan to take. The project will also administer pretests and posttests to faculty and students on a minimum of three campuses as part of the seminars. The evaluator will interview a random sampling of entertainment professionals, student seminar participants, and arts administrators. The project will produce a written conference summary with a slide presentation.

CC000191 $169,622 Elbers

Community Career Education Resource Center.

PROJECT DIRECTOR: McEver, Catherine; Kindred, Lucinda
ORGANIZATION: California Industry-Education Council, Burlingame.
ADDRESS: 1575 Old Bayshore Highway, Burlingame, CA 94010. (415) 697-4311
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 11
CONTRACT: 300780516
PROJECT: RFP-78-92
FY78-$169,622 01-Oct-78 TO 31-Jan-80
DESCRIPTORS: *Career Education, Catalogs, Community Involvement, Conferences, *Demonstration Centers, *Interagency Coordination, *Resource Centers, Urban Areas

In collaboration with six organizations, this project will design, operate, evaluate, and document the processes necessary to establish a typical urban community career education resource center. The project will have, as its general aims, the systematic exploration of the idea and goals of establishing a center as outlined by Dr. Kenneth B. Hoyt in his paper "The Community Career Education Resource Center Concept." The center will have the following components: occupational information; occupational simulation; personnel resource; coordination, collaboration, and networking; screening and referral; publicity and public relations; and planning, evaluation, and continuation. Specific objectives are to (1) identify, survey, and analyze well-known and acknowledged community career education resource centers, (2) organize the information obtained from these analyses and publish a state-of-the-art catalog, (3) conduct a planning process to result in a workable program plan, (4) implement, operate, and evaluate the center, (5) write a monograph documenting the design and operation of the center, (6) conduct a national conference for 100 persons who have been identified as appropriate or significant recipients or contributors to program information and outcomes, (7) communicate program information to the U.S. Office of Education, and (8) identify and secure the necessary resources, personnel, and a workable plan for continued operation of the center beyond the funding period. A wide spectrum of community groups, government agencies, and representatives from business, industry, labor, and the professions will be involved in the project. Two groups will be designated: a Core Planning Group composed of those who will be involved in the operation of the center, and the Policy Advisors Planning Alliance, which will represent the larger network of resources and be responsible for the planning, policy, and structure of the center.

CC000192 $200,000 Scates

Assessment of State Plans for Career Education.

PROJECT DIRECTOR: Mitchell, Anita
ORGANIZATION: Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
ADDRESS: 4665 Lampson Avenue, Los Alamitos, CA 90720. (213) 598-7661
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 38
CONTRACT: 300780249
PROJECT: RFP-78-49
FY78-$200,000 01-Sep-78 TO 30-Jun-79
DESCRIPTORS: Administrator Guides, *Career Education, Educational Planning, Federal Legislation, *Models, *Program Planning, *Statewide Planning, Technical Assistance

This project seeks to enable federal and state administrators to strengthen the individual state and territory plans for career education. Specific process objectives are to (1) develop a model five-year state plan which will be used as the core of a guide for state planners, (2) analyze the strengths and weaknesses of each state plan in order to provide specific suggestions to the Chief State School Officer and the person responsible for the plan and to provide general information to federal and state program managers, (3) provide guidance in relating current plans to those required by the new career education incentive act, Public Law 95-207, and (4) determine the extent to which each state or territory has moved toward implementation of its plan. Procedures include an extensive literature review, site visits to six state departments of education, and consultations with experts and a broadly representative group of reactors. The model state plan will be refined as it is applied to assessment of individual state plans. The adequacy of the model state plan will be determined by analysis of its usefulness as an assessment guide, and of the degree to which the Office of Planning, Budgeting, and Evaluation, the Office of Career Education, and individual states verify that the state plan analyses are accurate and fair. A random sample of states will be selected to provide feedback as to the effectiveness of the technical assistance provided to the states.

CC000193 $73,866 Newell

The PH Career Internship Program: Career Exploration for Beginning, Physically Handicapped University Students.

PROJECT DIRECTOR: Gonzales, Jose
ORGANIZATION: California State Univ., Los Angeles
ADDRESS: 5151 State University Drive, Los Angeles, CA 90032. (213) 224-2896
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 25
GRANT: G007802617
PROJECT: 554AH80263
FY78-$73,866 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Aspiration, *Career Awareness, Career Choice, Career Education, Employer Attitudes, *Handicapped Students, *Higher Education, *Internship Programs, Work Experience, Workshops

The purpose of the project is to bring together twenty-five university-level physically handicapped students and local employers in a program of mutual career-related learning. Project objectives are to expand handicapped students' perceived career options and career aspiration levels, increase students' knowledge of how academics relate to career options, improve employers' understanding of how handicapped individuals might be employed in and contribute to their businesses, and decrease employers' objections and perceived barriers to handicapped persons as employees. Each handicapped student will be placed in a part-time position for four weeks in a local business or professional setting. There, students will have the opportunity to participate in a work activity, observe and interview other workers in their areas of interest, research career clusters and paths, or learn the organization of the company. Several group workshops dealing with the theoretical, intellectual, and affective correlates of the experience will support the basic internship experience. Student volunteers will be facilitators to help monitor the individual internship plans and ensure that the placement experience proceeds smoothly. An outside firm will evaluate the success of the objectives by using pre- and posttesting and interviews.

CC000194 $388,795 Newell

Combatting Sex, Race, and Handicap Stereotyping in Career Choice.

PROJECT DIRECTOR: Dahl, Peter R.
ORGANIZATION: American Institutes for Research, Palo Alto, Calif.
ADDRESS: P.O. Box 1113, Palo Alto, CA 94302. (415) 493-3550
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 12
CONTRACT: 300780471
PROJECT: RFP-78-85
FY78-$388,795 28-Sep-78 TO 27-Mar-80
DESCRIPTORS: Career Choice, *Career Education, Conferences, *Demonstration Programs, Handicapped, Inservice Programs, Manuals, Racial Factors, Sex Stereotypes, *Stereotypes, Workshops

This project intends to (1) identify outstanding career education programs that combat sex, race, and handicap stereotyping; (2) identify outstanding classroom activities that combat these kinds of stereotyping; (3) prepare three program manuals and a publication for classroom teachers describing these programs and activities; (4) promote effective career education efforts to overcome stereotyping by holding a national conference on career education and stereotyping; and (5) assist state and local career education coordinators in combating stereotyping through workshops in ten states. It will form three advisory panels composed of experts on issues of sex, race, and handicap stereotyping respectively and reflecting national, state, and local perspectives. They will define criteria for exemplary programs and activities to be sought throughout the country and evaluate the publications and the conference. The national conference will bring state coordinators together with leaders of national organizations and government agencies concerned with overcoming stereotyping, heighten coordinators' awareness of the problem and the role they can play in eliminating it, show national organization leaders how they can assist the schools in this effort, and provide training in using effective techniques for combating stereotyping and in training others. Project staff will assist career education coordinators in ten states in training others in their states, and using the publication and program manuals.

CC000195 $74,534 Elbers

California Master Trainer Proposal.

PROJECT DIRECTOR: McGhee, Joseph
ORGANIZATION: California State Dept. of Education, Sacramento. Personal and Career Development Services.
ADDRESS: 721 Capitol Mall, Sacramento, CA 95814. (916) 445-2575
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 3
CONTRACT: G0078C0036
PROJECT: 554AH80498
FY78-$74,534 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Career Education, Curriculum Development, Information Dissemination, *Inservice Programs, *Inservice Teacher Education, Instructional Materials, School Districts, *Workshops

This project seeks to teach master trainers to conduct local inservice career education workshops. By June 1, 1979, thirty master trainers will have planned, conducted, and evaluated twenty master trainer workshops on career education strategies for local teachers, administrators, counselors, community representatives, and students. By that same date, 600 people will have participated in these workshops, which consist of one day of planning, two days of workshops, and one day of follow-up and evaluation. One hundred training kits will be developed and disseminated. The materials in the training kits will be evaluated by the users through an assessment form developed by a third-party evaluator, and the effectiveness of the materials will be evaluated by the master trainers in cooperation with the third-party evaluator. By June 20, 1979, at least 200 of the 600 workshop participants will have conducted at least one inservice training activity in twenty selected locations in California, as measured by follow-up evaluation visits by the master training team. County offices of education will be invited to participate in project-sponsored workshops to prepare them to serve as resources to training teams, who will be responsible for providing continuing career education inservice programs to the staffs of each local school. The third-party evaluator will submit a report on the project's effectiveness by June 30, 1979. By that same date, the project staff will have developed a model for implementation and will make recommendations to the California State Board of Education. All products and reports will be available to anyone for the cost of printing and postage.

CC000196 $85,000 Newell

Demonstration Project in Native American Career Education.

PROJECT DIRECTOR: Banathy, Bela H.; Studebaker, Diana
ORGANIZATION: Far West Lab. for Educational Research and Development, San Francisco, Calif.
ADDRESS: 1855 Folsom Street, San Francisco, CA 94103. (415) 565-3284
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 6
GRANT: G007802031
PROJECT: 554AH80521
FY78-$85,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *American Indians, *Career Education, Demonstration Programs, Educational Planning, *Parent School Relationship, Rural Education, *School Community Relationship, Secondary Education, Urban Education
IDENTIFIERS: Native American Career Education Program

The purpose of this project is to enable four schools (rural, small-town, urban, and boarding) typical of those serving Indian students to implement and demonstrate the Native American Career Education Program, a series of twelve units in career awareness, orientation, and exploration targeted at Indian students at the secondary level. Specific objectives are to (1) assist demonstration sites in implementing selected units; (2) assist sites in developing long-range plans for a comprehensive career education program; (3) assist schools and communities in developing a working relationship in which Indian parents and community members work with school staff on the career education program; (4) develop community orientation materials, a workshop on career education program development for school and community personnel, and an implementation guide; and (5) assist demonstration sites in disseminating the program in their regions. Project staff will work with school and community people at each site to identify resources, problems, and training needs relevant to career education for Native American students; help identify teachers and community members interested in the program; and develop a training workshop that can be used at each site. The project will provide guidelines for planning the implementation of selected units after the training and monitor their use. Project evaluation will include utilizing pre- and posttests, teacher logs, and attitudinal questionnaires to assess the effectiveness of implementation strategies and the units themselves; reviewing the long-range plans developed by each site to ascertain coverage of career education content, feasibility, appropriateness to community resources, and needs; documenting changes in school and community relationships by comparing attitude statements and perceptions gathered from school and community people; and reviewing all materials developed for feasibility and relevance. This project will serve 270 students, ninety percent of whom are American Indians.

CC000197 $50,000 Newell

Project Motivate.

PROJECT DIRECTOR: Wardle, Jody
ORGANIZATION: San Francisco Education Auxiliary, Calif.
ADDRESS: 135 Van Ness Avenue, Room 20E, San Francisco, CA 94102. (415) 864-4223
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 5
GRANT: G007802018
PROJECT: 554AH80286
FY78-$50,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Career Awareness, *Career Education, Directories, Elementary Secondary Education, Resource Materials, *Role Models, School Community Relationship, Workshops

The purpose of this project is to provide students with interpersonal experiences with ethnic, cultural, and career resource volunteers who will supplement the career education curriculum. Volunteers will be selected to inspire students to set future goals that reflect their interests and abilities without the roadblocks posed by career stereotyping. Specific project objectives are to provide students with learning experiences that increase their awareness of ethnicity, build positive self-concepts, reduce occupational stereotyping, and broaden career awareness; provide teachers with classroom ethnic, cultural, and career resource programs and materials which will serve to motivate student interest in learning by increasing their understanding of the relevance of the school curriculum to the world of work and by assisting students in setting goals; and provide an opportunity, in the form of 1,000 presentations, for effective interaction between the schools and parents, ethnic communities, business, labor, and industry. These programs will be available to every teacher in the thirty-two target schools, grades K-12. One teacher in each school will be identified to offer students a sequence of career education activities chosen from a model framework which incorporates cultural and career role models. Workshops will provide these teachers with project orientation, guidelines for sequential implementation of the career education framework, and the opportunity to share their own career awareness materials and activity ideas. A directory will be developed which will list volunteer cultural and career programs and will identify curriculum materials, classroom activities, and community field trips. Project evaluation will involve (1) use of pre- and posttests to measure self-concept awareness as it relates to career awareness; (2) ongoing evaluation which will document the effect of each classroom presentation; (3) use of pre- and posttests to determine the awareness the model teachers possess of career education concepts; and (4) a count of the number of presentations made and the percentage of minority representatives present at the presentations.

CC000198 $75,000 Elbers

Project ACE (Academic/Career Education).

PROJECT DIRECTOR: Goldberg, Alvin
ORGANIZATION: Denver Univ., Colo. Dept. of Speech Communication
ADDRESS: University of Denver, Denver, CO 80208. (303) 753-2386
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Colorado Congressional District Number 1
CONTRACT: G0078C0032
PROJECT: 554AH80352
FY78-$75,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Career Education, *Career Planning, Community Involvement, Graduate Surveys, *Post Secondary Education, Seminars

This project seeks to provide college students with advising assistance and information on the career planning process and the relationship between education and work so that (1) students will make course and major selections with knowledge of how these decisions may affect career choices after graduation, (2) students will be assisted in identifying and developing the job entry skills needed for obtaining their first jobs, (3) faculty will be assisted in obtaining career and job placement information needed to carry out their department advising plan, which can be used to alter course content, course offerings, and major requirements, and (4) students will be provided with the widest possible range of opportunities to examine their goals and values and to become acquainted with career opportunity information on which to base their decisions. Specific performance objectives include introducing the career education concept to five additional departments of the University, providing assistance to all fifteen departments for developing and implementing their own plans for career advising, introducing career course modules, field testing student career seminars, and collecting career information. The introduction of an interdisciplinary student seminar will be field tested as a vehicle to carry career concepts to students. The project will identify operational and philosophical problems encountered in the second project year and will provide support, ideas, encouragement, and assistance to the faculty. The project depends on the Havelock model for departmental dissemination and college level institutionalization. Activities will include informing advisors of career possibilities drawn from the experience of alumni and other community representatives, establishing a community advisory board, conducting departmental seminars on the relationship of liberal arts to the world of work, increasing the collaborative efforts of University staff and resources from the community to enhance student opportunity for academic/work related experiences, and developing departmental handbooks on career opportunities and competencies for a specific major. Post-assessment questionnaires will be given to students, faculty, community members, and staff involved in the project. Recent graduates of liberal arts programs will be surveyed as the initial step of a longitudinal study to assess project activities. This project serves student needs for both academic excellence and career preparation by blending together the world of work and the liberal arts within educational programs at a multifaceted university setting.

CC000199 $179,999 Newell

Improved Career Education Policies Through the Collaborative Efforts of Business, Industry, Labor, Government, and Education.

PROJECT DIRECTOR: Hensley, Gene
ORGANIZATION: Education Commission of the States, Denver, Colo. Dept. of Elementary/Secondary Education
ADDRESS: 1860 Lincoln Street, Suite 300, Denver, CO 80295. (303) 861-4917
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Colorado Congressional District Number 1
GRANT: G007802021
PROJECT: 554AH80463
FY78-$179,999 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: Administrator Guides, *Career Education, Conferences, *Cooperative Planning, *Educational Planning, *Educational Policy, Policy Formation, Statewide Planning

This project seeks to assist state officials to improve career education policies through the collaborative efforts of business, industry, labor, education, and government. Specific objectives are to (1) provide state officials with information on alternative methods of obtaining the involvement of business, industry, education, and labor in career education policy development and program implementation; (2) provide state officials with alternative legislative approaches to strengthening career education; (3) report federal and state policies, laws, and regulations that have implications for planning, financing, and implementation in local and state career education; and (4) develop, recommend, and facilitate implementation of alternative approaches to strengthening state education policies and legislation through collaborative efforts of these groups. Project activities center around encouraging states to develop comprehensive career education policies and to develop any needed legislation to implement those policies. Specific activities include conducting six to eight statewide meetings designed to bring together representatives of government, business, industry, and labor; conducting invitational conferences on career education bringing together representatives from a number of states; developing occasional papers and articles for publication; providing consultative assistance to the states; and disseminating a variety of materials to policy makers at the state level. These materials will include a legislative guide to provide alternative legislative approaches to implement policy decisions and a report that deals with the major issues the states must consider in developing comprehensive career education policy. The project will serve all fifty states, Puerto Rico, and the Virgin Islands.

CC000200 $43,571 Newell

A Model Career Decision-Making Program.

PROJECT DIRECTOR: Blum, Robert E.
ORGANIZATION: Jefferson County Public Schools, Lakewood, Colo.
ADDRESS: 1209 Quail Street, Lakewood, CO 80215. (303) 231-2368
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Colorado Congressional District Number 2
GRANT: G007802030
PROJECT: 554AH80404
FY78-$43,571 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, *Community Involvement, Inservice Teacher Education, Learning Activities, Manuals, *Program Development, Secondary Education, *Sex Stereotypes

The objectives of this project are to (1) increase the awareness of seventy students in grades 11 and 12 of the effects of sex-role stereotyping on the career decision-making process as a function of the influence of peers, parents, school staff, and community members; and (2) cause participating peers, parents, school staff, and community members to develop and apply increased awareness of the effects of sex-role socialization and stereotyping on the career decision-making processes with students in grades 11 and 12 and increase participation in the career planning programs at Columbine Senior High School. The parents of the seventy students and representatives from local businesses and labor and government organizations will be recruited and a project steering committee will be formed. An operational program model, specifying learner outcomes, training needs and design, and program guidance materials, will be developed, reviewed, and finalized. A series of activity booklets will be developed by school staff, parents, peers, and community representatives. Staff members from eleven additional district high schools will be invited to attend training sessions to learn how to best use the activities in a variety of school programs and community settings. The first-draft guidance materials and the program will be pilot tested; both formative and summative data will be gathered and used to revise and formalize program materials and procedures. Evaluation instruments and procedures will be designed jointly by career education staff and an external evaluator. Students participating in the project will be pre- and post-tested to assess their career decision-making ability and awareness of sex-role stereotyping; a control group will be used for comparison. Participating school staff, parents, peers, and community members will complete a pre- and post-program questionnaire to determine changes in their awareness of sex-role stereotyping and understanding of the career decision-making process. Additionally, a performance-based measure will be used to evaluate the effectiveness of the training program in adequately preparing participants to provide sex-fair guidance to students and to use program materials. Summative data regarding program operation, parent and community involvement, and potential procedural revisions will be gathered via structured interviews.

CC000201 $102,329 Elbers

Community College Community Career Resource Center.

PROJECT DIRECTOR: Carson, Don
ORGANIZATION: Arapahoe Community Coll., Littleton, Colo.
ADDRESS: 5900 S. Santa Fe, Littleton, CO 80210. (303) 794-1550, Ext. 431
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Colorado Congressional District Number 5
CONTRACT: G0078C0229
PROJECT: 554AH80293
FY78-$102,329 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, Community Colleges, *Community Involvement, *Curriculum Development, *Resource Centers, *Resource Materials, Secondary Education, Staff Improvement, Workshops

In this project Arapahoe Community College and the Arapahoe County Schools seek to (1) expand the resources of the local career center by ten percent so as to more effectively serve the needs of faculty, students, and the community; (2) increase the number of people in the career education resource bank by 100 persons; (3) provide alternative education activities for 300 people at the college or in the community; (4) assist twenty faculty members to infuse the career education concepts into the existing curriculum; (5) provide a series of staff development activities for 100 people aimed at increasing their understanding of career education; and (6) develop six expanded career simulation units designed to broaden the career understanding of students. Activities will include identifying and adding career education materials, using a computerized career information data system, producing two video programs concerning the career education services available through the resource bank and the career center, and contacting people in the community to serve as career education resource persons. These resources include in-class speakers, shadow program resources, field trips, work exploration, career and staff advisors, cooperative career education, and job development. Pre- and posttests will be administered within each planned program activity and there will be extensive interviewing of participants. Several community colleges will be invited to share their career education efforts at a regional workshop. A final report will be made available for all state career education coordinators.

CC000202 $90,000 Elbers

If I Had Only Known: Student Authored Career Awareness Profiles Produced through a Community Based, Experiential Learning Process.

PROJECT DIRECTOR: Beun, Brian
ORGANIZATION: Institutional Development and Economic Affairs Service, Inc., Nederland, Colo.
ADDRESS: Magnolia Star Route, Nederland, CO 80466. (303) 443-8789
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Colorado Congressional District Number 2
CONTRACT: G0078C0008
PROJECT: 554AH80058
FY78-$90,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Career Awareness, *Career Exploration, *Case Studies (Education), Elementary Secondary Education, Field Interviews, *Gifted, *Student Publications, *Talented Students

This project will increase career awareness in gifted and talented students in grades 4-12 through the following major objectives: (1) increasing student self-understanding of career potentials, interests, and orientation; (2) increasing student knowledge of the process of researching various career possibilities; (3) effecting student understanding of one chosen career field; and (4) improving student proficiency in the skills measured by the "Keys to Skills on Competence Record for Research/Documenting a Career Profile Series." At the outset of the project, IDEAS will hold a workshop for the participating teachers, advisors, Western Interstate Commission for Higher Education (WICHE) interns, and students. At least ten selected students at each of the six participating schools (three in California, two in Colorado, and one in Hawaii) will adapt and utilize the community-based research, interviewing, documentation, and publication skills (attendant to the Foxfire learning process) to produce and locally publish photographically illustrated career awareness profiles. After choosing career areas of interest to them, they will interview working or retired adults whose occupations reflect the careers chosen for exploration and then portray the life experiences of those persons in written form. In evaluating the project, an evaluation consultant, teachers, advisors, and WICHE interns at each site will give pretests and posttests; evaluate student journals, conduct group discussions; evaluate the profiles produced; and interview students, parents, professionals, and trade representatives. The project will make available for national dissemination copies of at least sixteen of the career awareness profiles from the four student-produced magazines. WICHE interns will contribute individual student case histories as part of a program study that IDEAS will publish.

CC000203 $120,000 Elbers

A Gifted and Talented Program for Students in Rural Colorado.

PROJECT DIRECTOR: Hamm, Kaye
ORGANIZATION: South Central Board of Cooperative Educational Services, Pueblo, Colo.
ADDRESS: 900 W. Orman Avenue, Pueblo, CO 81004. (303) 549-3295
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Colorado Congressional District Number 3
CONTRACT: G0078C0010
PROJECT: 554AH80298
FY78-$120,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Audiovisual Aids, *Career Education, *Community Resources, *Gifted, Pamphlets, *Rural Education, Secondary Education, *Talented Students, *Vocational Maturity

Major objectives of the project are to develop a process that meets the career education needs of gifted and talented students in rural Colorado and to implement the process in four pilot sites. The gifted and talented students in the pilot program will demonstrate an increased awareness of the economy, the culture, and the potential job market in their geographic area as measured by a pre-posttest assessment. During the project these students will show good work habits, personal career growth, and improved communications skills. Procedures include developing innovative and exemplary career education activities for talented children within their cultural and environmental background and exploring rural lifestyles so as to isolate and develop those skills that may be salable in and outside their geographic area. These rural lifestyles will provide students with introductions to rural community decision-makers in the students' area of interest and will allow them to be a part of the rural economic life. Evaluation will include a third-party evaluator and student testing. Products available will be a slide tape presentation, a descriptive brochure, and a description of the techniques developed.

CC000204 $65,000 Elbers

Community Career Education Center Project.

PROJECT DIRECTOR: Simpson, Donald
ORGANIZATION: Cooperative Educational Services, Norwalk, Conn.
ADDRESS: P.O. Box 2087, Norwalk, CT 06825. (203) 847-3876
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Connecticut Congressional District Number 4
GRANT: G007802019
PROJECT: 554AH80400
FY78-$65,000 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Adult Education, Career Choice, *Career Education, *Education Service Centers, *Minority Groups, Occupational Choice, *Out of School Youth, School Community Cooperation, School Industry Relationship, *Working Women
IDENTIFIERS: *CETA, Comprehensive Employment and Training Act

The purpose of this project is to further develop and expand two model Community Career Education Centers located in Bridgeport and Stamford. Through increased collaboration with existing business-industry-labor organizations and educational and community agencies, this project will develop and maintain programs to coordinate the delivery of the Adkins Life Skills Employability Series and additional career education development and guidance services. The target adult population consisting of out-of-school youths, women returning to the job market, CETA employees, and minority groups will be able to acquire knowledge, skills, and attitudes to make effective career decisions by participating in these programs of systematic career development, counseling, and experience. In-place recruitment procedures and learning laboratories will be installed to provide individuals from the urban communities with access to a systematic program of employability skills instruction and counseling maintained by two trained and experienced Life Skills Educator/Counselors. Continuous interaction will be initiated and maintained with existing community, educational, business/industry, and labor organizations to develop increased opportunities for career education services. Locally-developed evaluation instruments will be used to collect information about the installation of each Center. Adult participants will be given pre- and posttests and questionnaires designed to assess the effectiveness and acceptability of the Life Skills Program. Cooperative Education Services will disseminate information about the Center locally, regionally, and statewide. By documenting the procedures, outcomes, and modifications needed, the final report will serve as a manual for replication of the career education center concept in other locations. Articles will be submitted for publication through an in-house local education agency newsletter, and development of a revised set of curriculum guides for installing the Adkins Life Skills Employability Program will be initiated.

CC000205 $106,199 Elbers

A Proposal to Prepare Physical Educators to Engage Effectively in Career Education.

PROJECT DIRECTOR: Keith-Henes, Carolyn
ORGANIZATION: American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
ADDRESS: 1201 16th, N.W., Washington, DC 20036. (202) 833-4392
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: District of Columbia
CONTRACT: 300780481
PROJECT: RFP-78-115
FY78-$106,199 01-Oct-78 TO 30-Nov-79
DESCRIPTORS: *Career Education, *Clearinghouses, Curriculum Development, *Information Dissemination, *Physical Education, Resource Materials, *Teaching Guides, Workshops

The purpose of this project is to develop a detailed action plan to examine the role of career education in physical education and sport, develop materials, and establish a communication network to facilitate the implementation of career education with physical education and sport. Specifically, the project will (1) survey the membership regarding their interest, knowledge, attitudes, practices, and skills in combining career education with physical education and sport as well as what help the association can provide in utilizing career education as one learning motivation technique; (2) develop a resource clearinghouse on career education and physical education and sport which will include current bibliographies, lists of exemplary projects, reference organizations, and resource persons; (3) develop materials that relate career education to physical education and sport; and (4) provide training through three regional workshops on the basic concepts of career education and methods of combining career education with the physical education and sport curriculum. The clearinghouse materials will be reviewed by the steering committee, in-house staff, and local advisory committee. These three groups, along with the Career Education Office, will evaluate the written products based on specific criteria. Evaluation instruments will be designed to be used at the regional workshops to measure the learning of the participants, provide feedback on workshop format and presentations, and evaluate the usefulness of project materials. The two products will be a monograph on strategies, methods, and practices of infusing career education in physical education and sport and a teacher's handbook.

CC000206 $84,179 Newell

Dissemination of Career Education Programs and Products to Community Colleges.

PROJECT DIRECTOR: Wilson, Richard
ORGANIZATION: American Association of Community and Junior Colleges, Washington, D.C.
ADDRESS: One Dupont Circle, N.E., Suite 410, Washington, DC 20036. (202) 293-7050
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: District of Columbia
GRANT: G007802011
PROJECT: 554AH80093
FY78-$84,179 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, Catalogs, *Community Colleges, Conferences, *Demonstration Programs, Information Dissemination, *Program Descriptions

The three major objectives of this project are to (1) identify, describe, and report exemplary career education practices in community colleges through a national publication; (2) demonstrate those same practices through regional meetings convened at five selected community colleges; and (3) inform all community and junior colleges about the Career Education Incentive Act and disseminate information which will enable the most effective and useful distribution of available funds. The American Association of Community and Junior Colleges (AACJC), in cooperation with Policy Studies in Education and five community colleges, will design and conduct five regional conferences to be held in the Spring of 1979 at the following institutions: Brookdale Community College, Daytona Beach Community College, Dallas County Community College District, Pima Community College, and St. Louis Community College at Meramec. These colleges have comprehensive career education programs and were identified in a pilot project by the AACJC as exemplary colleges. Announcements will be sent to all 1,235 community, junior, and technical colleges. It is anticipated that fifty colleges will send two or three representatives to one of the conferences, resulting in 250 colleges being represented by approximately 600 people. The second edition of the catalog of exemplary career education programs offered by community colleges will be published and distributed by July, 1979.

CC000207 $179,828 Elbers

The School Counselor's Role in Career Education.

PROJECT DIRECTOR: Burtnett, Francis
ORGANIZATION: American Personnel and Guidance Association, Washington, D.C.
ADDRESS: 1607 New Hampshire Avenue, N.W., Washington, DC 20009. (202) 483-4633
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: District of Columbia
CONTRACT: 300780555
PROJECT: RFP-78-93
FY78-$179,828 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, Conferences, *Counselor Role, Demonstration Programs, *Elementary School Counselors, Guidance Programs, Guides, *Literature Reviews, *Secondary School Counselors

The objectives of this project are to (1) systematically collect and analyze the literature on the function and purposes of career education, career guidance, and career development; (2) collect and analyze information on exemplary career guidance and counseling programs and practices; (3) conduct ten regional conferences for a discussion of the function and purposes of career education, career guidance, and career development; (4) conduct a national conference on the role of the counselor in career education; (5) present project products and findings to a forum of career education, career guidance, and career development leaders; and (6) publish the final draft of the literature analysis, a guide to exemplary career guidance practices, and a comprehensive guide to the role and function of the school counselor in career education. After conducting an extensive search of the literature, the project staff and the National Advisory Committee will develop criteria for analyzing these documents so they can draw a more careful distinction between the various roles which the counselor is being asked to assume in career education, career guidance, and career development. The ten regional meetings will allow practitioners and leaders to react to the preliminary analysis of the literature and report on exemplary methods and practices in career education, career guidance, and career development as these are implemented in each region. These meetings will be in conjunction with state branch meetings of the American Personnel and Guidance Association. The project will conduct a national meeting for elementary and secondary school counselors in order to share the literature analysis and the collation of exemplary methods and practices reported at the regional meetings. The reactions of the participants at the national meeting to these project documents will be made to fifteen leaders from the field of career education, career guidance, and career development. Evaluation of the project will be primarily formative with incorporation of findings into ongoing decision making by staff and the National Advisory Committee throughout the project. A summative evaluation will also be made in the last quarter of the project, and recommendations will be developed for future planning and action.

CC000208 $126,484 Newell

Improving the Operation and Communication of Results of Career Education Projects.

PROJECT DIRECTOR: McCollum, Adrienne
ORGANIZATION: Thomas Buffington Associates, Washington, D.C.
ADDRESS: 2710 Ontario Road, N.W., Washington, DC 20009. (202) 232-1362
ORG TYPE: Profit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: District of Columbia
CONTRACT: 300780237
PROJECT: RFP-78-8A
FY78-$126,484 26-Jul-78 TO 26-Oct-79
DESCRIPTORS: *Career Education, Catalogs, *Demonstration Projects, Elementary Secondary Education, Handicapped Students, Information Dissemination, *Inservice Education, *Instructional Materials, *Intercommunication, Meetings, Technical Assistance, *Workshops

The major objective of this ongoing program is to facilitate communication among Office of Career Education (OCE) demonstration project directors to enable these persons to become familiar with the various materials and practices of each other's projects and the expectations of OCE. Project activities are to (1) incrementally improve career education programs for handicapped youth and students K-12 by convening a meeting to provide training and technical assistance to the project directors; (2) organize and convene a demonstration project directors' meeting; (3) design, develop, and distribute three newsletters for improving communication among career education demonstration projects; (4) design, compile, prepare, and distribute a book of project profiles on demonstration projects; (5) make site visits to five demonstration projects; and (6) develop a "whole earth" type catalog of materials and practices developed by demonstration projects. Internal evaluation of the overall objective will be measured in terms of meeting each activity's completion schedule and thorough coverage and presentation of content. In addition, the project officer will provide input concerning the degree of acceptability of each project activity as it relates to the major objective.

CC000209 $125,000 Newell

Career Education: Planning, Implementing and Evaluating.

PROJECT DIRECTOR: Faulkner, Walter
ORGANIZATION: Council of Chief State School Officers, Washington, D.C.
ADDRESS: Career Education Project, 1201 16th Street, N.W., Washington, DC 20036. (202) 833-7850
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: District of Columbia
GRANT: G007802023
PROJECT: 554AH80540
FY78-$125,000 20-Aug-78 TO 19-Aug-79
DESCRIPTORS: *Career Education, Cooperative Planning, *Information Dissemination, *Professional Training, Program Effectiveness, *State Supervisors, Telecommunication
IDENTIFIERS: *Chief State School Officers

The two major objectives of this project are to maintain, develop, and further improve the communication system used to disseminate career education information throughout the states, federal agencies, and national organizations, and to develop and operate a delivery system that will provide professional growth opportunities for state directors/coordinators of career education in the areas of planning, needs assessment, evaluation, and implementation. Procedures include (1) publishing a newsletter for the state directors/coordinators of career education and Chief State School Officers; (2) gathering, evaluating, and distributing reports believed to be useful in widespread implementation efforts; (3) holding telephone conferences as needed with a maximum of eight states participating in any one call; (4) establishing a "telephone fan-out system" with state coordinators; (5) organizing a task force comprised of eight state directors/coordinators which will provide guidance for professional growth activities; and (6) holding one or more professional growth sessions on themes identified by the task force. An ongoing evaluative program will be maintained throughout the project, using the services of outside consultants. Seminar participants will be given pre- and post-instruments in an effort to determine the effectiveness of the program in terms of learning or change. All reports will be submitted to ERIC and special staff development papers will be distributed to state coordinators and Chief State School Officers.

CC000210 $95,000 Elbers

An Innovative Career Education Program.

PROJECT DIRECTOR: Gordon, George
ORGANIZATION: District of Columbia Public Schools, Washington, D.C.
ADDRESS: 415 - 12th Street, N.W., Washington, DC 20004. (202) 576-6309
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: District of Columbia
CONTRACT: G0078C0040
PROJECT: 554AH80673
FY78-$95,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Basic Skills, Business Education, *Career Education, Career Exploration, Cluster Grouping, *Family School Relationship, Graphic Arts, Journalism, *School Community Cooperation, Senior High Schools, Urban Schools

The major objectives of this project are to have District of Columbia students in grades 9-12 improve their basic academic skills, self-concept, and career awareness and decision-making skills; to have faculty and staff increase their awareness of integrating career concepts with the teaching and learning process; and to have faculty and staff demonstrate increased participation with the home and family to encourage student awareness, exploration, and preparation for work. The project will select students from those enrolled in the six program areas at the Lemuel A. Penn Career Center. Students selected will be organized in four major role-playing clusters of journalism, utility, business, and graphic arts. All students will move through the role-playing clusters during the project year and attend one formal class each week. They will apply skills in areas of interest within the clusters and develop products appropriate to the given clusters. Through home and school associations, advisory committees, and individual meetings, faculty and staff will work with business, industry, and labor leaders and the community to gain support for a program of visits by specialized classes and individual students to various places of employment. Increases in skills and awareness will be measured by pretests and posttests and by checklists.

CC000211 $582,725 Newell

LEA/CETA Collaboration for Career Education.

PROJECT DIRECTOR: Pittaway, Alan R.
ORGANIZATION: Kirschner (E. J.) and Associates, Washington, D.C.
ADDRESS: 1100 17th Street, N.W., Washington, DC 20036. (202) 862-9400
ORG TYPE: Profit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: District of Columbia
CONTRACT: 300780557
PROJECT: RFP-78-123
FY78-$582,725 01-Oct-78 TO 31-Dec-79
DESCRIPTORS: *Career Education, Conferences, Coordinators, *Data Collection, Demonstration Programs, Educational Planning, *Inservice Programs, *Program Improvement, School Districts, State Departments of Education, *Technical Assistance, Workshops
IDENTIFIERS: *CETA, Comprehensive Employment and Training Act, YETP, *Youth Employment and Training Program

The objectives of this project are to collect basic data on existing agreements between local education agencies (LEAs) in all states and CETA prime sponsors for cooperation in the Youth Employment and Training Program (YETP) and to provide information and technical assistance to state and local career education coordinators to help them improve agreements with CETA prime sponsors for career education. A three-day training workshop will provide state career education coordinators with information and skills for assisting local career education programs in improving their agreements for the inschool program of YETP. Office of Career Education staff, Department of Labor staff, and the project staff will conduct a series of sessions on the relationship of career education to YETP and the methods of improving agreements and programs for career education. Data to assist state education agencies in their career education planning and to provide basic information on local programs to the Office of Career Education will be collected and used to select participants for a series of fifteen mini-conferences which will be held on issues related to YETP and career education programs. Onsite visits will be used to collect in-depth information on the curriculums, processes, and problems of nine exemplary YETP and career education programs. Ten regional conferences will be conducted to provide local career education coordinators and CETA prime sponsor staff with information and assistance for improving YETP agreements for career education. Questionnaires will be completed by participants in the training workshop, the mini-conferences, and the regional conferences; a sample of nine participants will be contacted after each of the major project activities is completed to assess the impact of each project activity on participants and to evaluate the overall effect of the project; and a process evaluation will be completed during the course of each project activity.

CC000212 $100,000 Newell

Career Education Policy Development and Implementation: A Collaborative Approach.

PROJECT DIRECTOR: Berlam, Robert
ORGANIZATION: National Association of State Boards of Education, Washington, D.C.
ADDRESS: 526 Hall of the States, 444 N. Capitol Street, N.W., Washington, DC 20001. (202) 624-5845
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: District of Columbia
GRANT: G007802026
PROJECT: 554AH80090
FY78-$100,000 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, Educational Policy, *Educational Strategies, Instructional Media, Models, *Policy Formation, *Statewide Planning, Technical Assistance

The purpose of this project is to collaboratively develop state policies on career education. A task force consisting of a group of policy makers will be convened within each of five states to develop state career education policies. Each state's task force members will include the K-12 and vocational education state board members, the Chief State School Officer (or designee), state legislature representatives, selected mayors from within that state, and other key policy makers. A multimedia package which reflects the policy process used in the five participating states will be developed and made available to other states. The package will consist of audiovisual and printed materials which illustrate the strategies developed in each state to implement collaborative plans for career education policies and programs. Project staff will provide technical assistance to states that attempt to replicate the model presented in the multimedia package; will write a series of articles on the collaborative process for publication in the monthly newsletter "Focus;" and will use a toll-free line to allow states to communicate with project staff for short-term, specific assistance. The project will be evaluated by assessing the effects of each state task force meeting; measuring the impact of the multimedia package by tracking who uses it, the way it is used, and any outcomes resulting from its use; and compiling evidence of the requests for technical assistance.

CC000213 $92,005 Elbers

A Proposal to Retrain Educational Personnel via Their Professional Association.

PROJECT DIRECTOR: Hahn, Carole L.
ORGANIZATION: National Council for the Social Studies, Washington, D.C. Div. of Educational Studies.
ADDRESS: 2030 M Street, N.W., Washington, DC 20036. (404) 329-6465
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: District of Columbia
CONTRACT: 300780480
PROJECT: RFP-78-115
FY78-$92,005 01-Oct-78 TO 30-Nov-79
DESCRIPTORS: *Career Education, *Guides, *Professional Associations, Publications, *Social Studies, Surveys, *Teachers, Workshops

Using social studies teachers as the target group, this project seeks to train academic personnel to infuse their courses with career education by using their professional organization, in this case the National Council of Social Studies (NCSS). Specific objectives are to compile a data base of NCSS members' knowledge of and attitudes toward career education, develop a handbook and three monographs on career education and the social studies, disseminate the handbooks and monographs at regional and state meetings of NCSS, and increase NCSS members' knowledge about how they can infuse career education into social studies instruction. A survey of NCSS members will be conducted to assess their experience with career education and their attitudes toward it. The monographs will be position papers; the handbook will contain sample lessons, lists of available resources, and career infusion techniques. The handbook will be field tested at regional meetings of NCSS. The revised handbook and the monographs will be distributed to all participants at the NCSS Career Education Workshop at the annual meeting. A national task force and five regional task forces will review all publications, offer suggestions for revision, and assist with convention presentations. NCSS members will be kept informed of the project through articles in the newsletter, "The Social Studies Professional."

CC000214 $174,505 Elbers

Proposal for Communication of Career Education Philosophy and Methods.

PROJECT DIRECTOR: Kreimer, Stephen
ORGANIZATION: National School Boards Association, Washington, D.C.
ADDRESS: 1055 Thomas Jefferson Street, N.W., Washington, DC 20007. (202) 337-7666
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: District of Columbia
CONTRACT: G0078C0014
PROJECT: 554AH80464
FY78-$174,505 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Boards of Education, *Career Education, *Community Involvement, Conferences, Consultants, Cost Effectiveness, Data Analysis, Evaluation, Film Production, *Financial Support, National Surveys, Program Costs, *School Districts, State Boards of Education, Training

The major objectives of this project are to (1) produce a monograph, "Financing Career Education at the Local Level," after completing a comprehensive survey of the subject; (2) train 200 school board members and state school board associations as consultants to local education agencies (LEAs) in the financing of career education at the local level; and (3) release a film on community involvement/collaboration in the development of locally sponsored career education programs. The project will conduct a national survey to describe, compare, and contrast the ways in which local school districts have financed their career education projects once federal funding has been discontinued. The survey will also seek to determine what factors in a local setting led each district to choose the financing strategies it selected, determine the costs and effects of the career education programs and the relationship between the costs and effects in each district, and then to generalize across twenty-five model case studies of continuing career education programs in local school districts about what makes a school district become self-financing (that is, how a district persuades its community to spend local tax money or how a district persuades foundations or local businesses to provide financial support for needed goods and services). Analysis of these data will become the basis for draft findings which will be presented at each of the five regional training conferences and included in the monograph. Interpretations of the data will include looking for patterns of adopting particular local financing strategies and patterns of career education program components which are dropped, reduced, kept, or expanded after federal funding runs out. The project will conduct the regional conferences to train school board members and state school board associations in career education financing at the local level and will develop a film to demonstrate the most effective ways of promoting community involvement/collaboration. Policy Studies of Education (PSE) will be responsible for the third-party evaluation. PSE proposes a three-part plan of formative and summative evaluation of the training conferences and the consultant's knowledge and use of career education concepts.

CC000215 $102,205 Elbers

A Proposal to Prepare Science Educators to Engage Effectively in Career Education through the Involvement of a Professional Education Association.

PROJECT DIRECTOR: Akey, John M.
ORGANIZATION: National Science Teachers Association, Washington, D.C.
ADDRESS: 1742 Connecticut Ave., N.W., Washington, DC 20009. (303) 635-6491
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.

GEOGRAPHIC LOCATION: District of Columbia
CONTRACT: 300780412
PROJECT: RFP-78-115
FY78-$102,205 01-Oct-78 TO 30-Nov-79
DESCRIPTORS: *Career Education, Guides, *Inservice Education, Manuals, *Professional Associations, *Program Development, *Science Education, *Science Teachers, Workshops

Project objectives are to enable science teachers (K-12) to develop a better understanding of the need for career education reforms and the importance of these reforms to the teaching of science and to receive assistance in implementing these reforms. A steering committee will review preliminary plans and will convene following the completion of a survey of 5,000 members of the National Science Teachers Association (NSTA). The survey will determine science teachers' understanding of career education concepts and the implication of these concepts for the teaching of science. A teacher's handbook describing the need, relevance, exemplary methods, and specific skills involved in career education will be developed. An article on the role of NSTA members in the development of effective career education will be published in "Science and Children" and "The Science Teacher," both journals of the association. A monograph will be engendered concerning the need for increased communication between the professional working world and science, detailing strategies for improving that communication. All these materials will be used in three one-day workshops to be held in Hartford, Connecticut, St. Louis, Missouri, and Portland, Oregon. Sixty science educators will be invited to each meeting. A clearinghouse of career education information in science will be established, and a bibliography will be prepared and made available to all science educators. An evaluation form will be developed and distributed to each participant of the three workshops. Participants in the three NSTA workshops will be expected to organize career workshops in their local areas.

CC000216 $60,000 Newell

PROJECT SPICE: Special Partnership in Career Education: A Career Education Program for Educable Mentally Handicapped Junior High School Students.

PROJECT DIRECTOR: Rouse, Clinton M.
ORGANIZATION: Volusa County Schools, Daytona Beach, Fla.
ADDRESS: P.O. Box 1910, Daytona Beach, FL 32015. (904) 255-6475
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Florida Congressional District Number 4
GRANT: G007802013
PROJECT: 554AH80167
FY78-$60,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Career Education, *Career Exploration, Community Involvement, *Demonstration Programs, *Educable Mentally Handicapped, *Junior High Schools, Parent Participation, *Peer Relationship, Peer Teaching, Student Projects

The purpose of this project is to develop and demonstrate a replicable, transportable career exploration curriculum for junior high school age educable mentally handicapped students, involving all eight career education elements, primarily through interaction with nonhandicapped junior high school students. The target audience will consist of forty-four junior high educable mentally handicapped (EMH) students, ninety students in grades 7-9, and 206 parents. Project SPICE has eight primary student performance objectives, each one related to an element in the National Standard Career Education Model. The delivery system for achieving these objectives includes (1) peer tutoring, which involves pairing an EMH student with a nonhandicapped student for prescribed learning activities such as planning career-oriented onsite experiences, developing student projects, or mastering basic skills; (2) community career consultants, identified through business, civic, and professional organizations, who visit classrooms to talk with students about the world of work and act as hosts for career-oriented onsite experiences; (3) career-oriented onsite experiences; (4) student projects, which generally deal with a particular occupation the students have studied or career-oriented onsite experiences they have shared; (5) parent participation, which consists of parent meetings and activities which can be conducted in the home; and (6) classroom instruction, which ensures that student progress toward mastery of project objectives is continuous. Project evaluation will include formative evaluation, conducted by an internal evaluator with feedback to the project staff, and summative evaluation, conducted by an external evaluator using a goal-free evaluation design.

CC000217 $77,000 Newell

The Jefferson County Career Education Project "I Believe in Kids".

PROJECT DIRECTOR: Thomas, Albert, Jr.
ORGANIZATION: Jefferson County School Board, Monticello, Fla.
ADDRESS: P.O. Box 499, Monticello, FL 32344. (904) 997-4458
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Florida Congressional District Number 2
CONTRACT: G0078C0011
PROJECT: 554AH80345
FY78-$77,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Basic Skills, *Career Education, Community Involvement, *Demonstration Programs, Elementary Secondary Education, *Handicapped Students, Information Dissemination, *Inservice Teacher Education, Technical Assistance, Workshops

This project is designed to develop career education in north Florida and south Georgia school districts. To this end, project objectives are to (1) move the Jefferson County School District toward full implementation of career education for all students (K-12), (2) provide technical assistance to other districts, (3) explore means of remedying basic skill and functional literacy problems of students, (4) provide effective communicrtions, (5) promote student competence in the "Nine Basic Learner Outcomes for Career Education," (6) provide onsite demonstration opportunities for other districts, (7) provide for the career education needs of handicapped students, and (8) promote greater opportunities for community involvement and participation. In order to fulfill these objectives, the project will conduct inservice staff development workshops focusing on career education and basic skills, career education and community involvement, career guidance, and career education for handicapped students. It will sponsor paid parent and citizen workshops and will try to obtain career education materials being developed by the National School Boards Association for field testing. Specific teaching strategies will include field trips, role playing and job simulations, large and small group counseling, resource speakers, shadowing, and peer tutoring by citizen volunteers. The staff will disseminate project information through a nationwide career education communication network including publications in appropriate journals and newsletters, and materials developed by the project will be available for purchase.

CC000218 $70,000 Elbers

Infusion of Career Education for Low Achievers in Business.

PROJECT DIRECTOR: Kuhn, Robert; Hendrix, O.B.
ORGANIZATION: Putnam County School Board, Palatka, Fla.
ADDRESS: Northeast Florida Education Consortium, Teacher Education Center, P.O. Box 797, Palatka, FL 32077. (904) 325-3683
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Florida Congressional District Number 4
CONTRACT: G0078C0030
PROJECT: 554AH80270
FY78-$70,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Advisory Committees, *Business Education, *Career Awareness, *Career Education, Community Resources, Curriculum Development, *Junior High Schools, *Low Achievers, Teacher Workshops

The objectives of this program for low achievers in business education dictate that seventy percent of participating seventh or eighth grade students will demonstrate specified degrees of increase in the following: career awareness knowledge; self-awareness; career decision-making skills; affective skills necessary in desiring, seeking, and securing a job; knowledge of the free enterprise economic system and its relationship to career education; basic career and consumer skills; awareness and knowledge of the relationship between education and work; and awareness and knowledge of business-related careers. The project will measure these increases by comparing results of pretests and posttests using specified standardized instruments. In accomplishing these goals, project staff will (1) conduct teacher workshops to insure effective development, implementation, evaluation, and program update; (2) form two occupational advisory councils of select community members; (3) form a career education task force composed primarily of middle school prevocational business education instructors; and (4) assess community resources. The project will also develop curriculum to provide for the infusion of career education philosophy, objectives, and content; community needs and resources; and free enterprise and consumer education concepts into career and prevocational business education. The North East Florida Educational Consortium and Teacher Education Center will provide workshops for demonstrating to other districts the modules produced in the project and the specific instructional techniques required for their utilization.

CC000219 $95,000 Newell

CSRA/CESA Project for Incremental Improvement in K-12 Career Education.

PROJECT DIRECTOR: Harper, Margaret T.
ORGANIZATION: Central Savannah River Area Corp., Thomson, Ga.
ADDRESS: Education Service Agency, P.O. Box 868, Thomson, GA 30824. (404) 863-8725
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Georgia Congressional District Number 10
CONTRACT: G0078C0015
PROJECT: 554AH80466
FY78-$95,000 30-Sep-78 TO 29-Sep-79
DESCRIPTORS: Advisory Committees, *Career Education, *Community Cooperation, County Programs, Elementary Secondary Education, Gifted, Guidance, *Program Development, Program Evaluation, Resource Centers, Work Experience

This project will continue implementation of a comprehensive K-12 career education program for the nine elementary, two junior high, and two senior high schools in Columbia County. Program components will include infusion, career education resource centers for teachers and students, career guidance, community resources, hands-on alternatives, and job shadowing. Procedures will include (1) identifying career education resource teachers at each school to serve as support persons; (2) establishing at each school career education advisory committees to represent each grade and subject and administrative level, so as to provide guidance on all phases of program implementation; (3) developing and implementing career guidance alternatives for grades K-12 in all schools; (4) making available to all teachers community resource guides and instructional materials guides; (5) developing a comprehensive management by objectives plan to provide direction to the career education staff; (6) implementing a mini-experience-based career education program to provide job shadowing and work experience for students in the gifted program as well as students enrolled in selected classes; and (7) locating community resource people to serve as consultants to subject area teachers. Third-party evaluators will examine and analyze data collected on the implementation of various career education components; construct, administer, and analyze a pre- and posttest evaluation to determine student product information from students in selected schools in grades 3, 5, 7, 9, and 10; and examine data collected from principals, counselors, and teachers concerning inservice activities, use of materials, and attitudes.

CC000220 $84,932 Elbers

Professional Organization Involvement in Career Education.

PROJECT DIRECTOR: Kilby, Jan
ORGANIZATION: National Council of Teachers of English, Urbana, Ill.
ADDRESS: 1111 Kenyon Road, Urbana, IL 61801. (217) 328-3870
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Illinois Congressional District Number 21
CONTRACT: 300780413
PROJECT: RFP-78-115
FY78-$84,932 01-Sep-78 TO 30-Nov-79
DESCRIPTORS: *Career Education, Elementary Secondary Education, Literature Reviews, *Professional Associations, Publications, Surveys, Workshops
IDENTIFIERS: *English Teachers

This project seeks to inform members of the National Council of Teachers of English (NCTE) about the career education concept so they can see the relationship between the goals of career education and the goals of English, and they can impress upon their students the value of English in careers. A second objective is to assess members' knowledge, attitudes, and skills relating to career education in order to help them implement career education. Procedures include establishing a project office at NCTE headquarters, reviewing literature on career education for relevant materials, forming a ten-member task force on career education to advise project staff, and disseminating information to members through publication (four newsletters, a teacher's handbook, three monographs, and a series of journal articles) and a preconvention workshop on career education and English to be held prior to the annual NCTE convention. Project staff and the Task Force on Career Education members will meet to monitor the progress of the project and the project director will submit two evaluation reports to the U.S. Office of Education, one after six months of the project and the other at the project's close. Literature describing the project will continually be made available to all NCTE members and to all other interested parties. Future plans to meet the needs of the membership will be based on the results of a survey of the membership to be conducted in March, 1979.

CC000221 $314,000 Elbers

Cities in Schools: An Integrated System of Developing Career Education Programs for Disadvantaged Youth.

PROJECT DIRECTOR: Palmer, Wayne D.
ORGANIZATION: Indianapolis Public Schools, Ind.
ADDRESS: 1500 East Michigan Street, Indianapolis, IN 46201. (317) 266-4512
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Indiana Congressional District Number 11
CONTRACT: 300780210
PROJECT: RFP-78-SS
FY78-$314,000 11-Sep-78 TO 10-Sep-79
DESCRIPTORS: Career Awareness, *Career Education, Career Exploration, Community Involvement, Decision Making Skills, *Disadvantaged Youth, Guidance, *Human Services, Interagency Cooperation, Manuals, Senior High Schools, Urban Schools

With the participation of an aggregate of community youth agencies, this comprehensive career education program for students in grades 9-11 seeks to meet the following objectives: (1) increase career, economic, and self-awareness, with students developing the ability to relate at least one occupational cluster to future goals; (2) increase proficiency in decision making at the education, emotional, economic, and employment levels; and (3) have students, staff, and volunteer advisors create and implement a human services delivery system called "Pottersville." Classroom activities will include career awareness discussions; exploration tours; decision-making and self-awareness exercises; simulation games; Junior Achievement's Project Business; and "Pottersville" development, wherein students will show increased awareness, abilities, and attitudes related to careers, themselves, and others. The primary aspects of "Pottersville" are education, participation, guidance, and volunteer advisors. Students will be partially responsible for creating and operating the human services delivery system, with staff and volunteers acting as advisors and motivators; become involved in one of nine service areas; and elect a student governing/advisory body. In the summer, the classroom aspect of the program will be suspended, and "Pottersville" will be more extensively implemented in the surrounding community. Stipends for many participating students, as well as school credits, will be used to involve students in the summer portion of the program. Students will be pre- and posttested with the "Georgia State Criterion-Referenced Test-Career Development;" many self-reporting questionnaires will be used for staff, students, volunteer, and community input into the operation and development of the program; and individual records will be kept by program participants indicating contacts and impressions. A descriptive manual, planned as a model for other organizations or schools to use in replication, will be developed on how "Pottersville" is designed and implemented. The manual, curriculum and staff development materials developed or adapted, reports, evaluations, and descriptions of how linkages with agencies and organizations enhance the program will be provided to the Office of Career Education.

CC000222 $90,410 Newell

Improving Career Exploration.

PROJECT DIRECTOR: Morley, Raymond
ORGANIZATION: Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
ADDRESS: Grimes State Office Building, Des Moines, IA 50319. (515) 281-3686
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Iowa Congressional District Number 4
GRANT: G007802022
PROJECT: 554AH80519
FY78-$90,410 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Exploration, Educable Mentally Handicapped, *Handicapped Students, Inservice Teacher Education, *Junior High Schools, Learning Disabilities, Occupational Guidance, Small Schools
IDENTIFIERS: Project Discovery

The objectives of this project to improve career exploration, especially that of the educable mentally handicapped and the learning disabled, are to (1) establish that comprehensive exploratory programs can be made applicable in small community schools and to handicapped youth by using various sources drawn from a national perspective and currently available in Iowa; (2) establish counselor involvement in career exploration programs that is practical for small school districts and applicable to handicapped youth, and (3) demonstrate that a total hands-on exploratory program can be developed for in-school use by all students, including the handicapped, that adequately covers all fifteen cluster areas suggested by USOE. The project will serve 2,000 students in grades 7-9, forty teachers, ten administrators, and ten counselors in twenty-four public school districts representing both rural and urban schools. Teachers in each school district will receive three days of inservice training on methods of implementing exploration activities and ways of involving handicapped youth in the process. Follow-up inservice programs will occur in each school district and visitations will be made to assist staff in implementing an evaluation plan. The hands-on exploration program which will be implemented will utilize Project Discovery and R-3 (simulation packages). The Career Information System of Iowa will be used to provide guidance activities, and the Employer School Program will be utilized to provide community-based experience for severely handicapped individuals. The program evaluation is a post-only, experimental-only design. Student impact will also be measured on the basis of career maturity compared to equally matched handicapped groups.

CC000223 $21,517 Elbers

Toward Community Growth.

PROJECT DIRECTOR: Baskerville, RogerLohrville Community Schools, Iowa. Box 276, Lohrville, IA 51453.
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Iowa Congressional District Number 6
GRANT: G007802037
PROJECT: 554AH80006
FY78-$21,517 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Career Exploration, Career Opportunities, *Community Characteristics, Local History, *Rural Youth, School Community Relationship, Senior High Schools, *Seniors, *Student Attitudes, Student Testing, Work Experience

The major objective of this project is to cause a significant increase attitudinally of twenty-eight Lohrville senior students toward local career occupations, the local community, and education in general. Specific objectives are to develop senior students' knowledge of local history, local socio-economic conditions, and local rural philosophies; develop students' awareness of local career opportunities; and create a realization on the part of the citizens of Lohrville of the need for hiring and retaining local youth if the community and school system are to grow and prosper. The attitudes of senior students will be measured on a pre- and posttest basis and the results will be compared to those of students in six schools serving as the control group. Senior students of Lohrville Community High School will meet for one period a day for one week to hear lectures on and discuss Lohrville history, rural socio-economic conditions, and the psychology of living within, and adjusting to, rural lifestyles; obtain general knowledge of rural philosophy in the local area; and view filmstrips on past and present community builders. Following this one-week introduction, students will be assigned to work for two weeks at an occupation in the local school district. Assignments will be made on the basis of interest, aptitude tests, counseling, and occupational availability. Resource personnel will serve as onsite teachers.

CC000224 $91,975 Newell

Project LANCELOT (Labor and Career Educators Locating Options Together).

PROJECT DIRECTOR: Moore, Alan B.
ORGANIZATION: Southwest Iowa Learning Resource Center, Red Oak.
ADDRESS: 401 Reed Street, Red Oak, IA 51566. (712) 623-4913
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Iowa Congressional District Number 5
GRANT: G007802041
PROJECT: 554AH80300
FY78-$91,975 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Exploration, Counselors, *Educational Resources, Guides, Industry, *Program Planning, *School Industry Relationship, Secondary Education, Teachers, Workshops

The purpose of this project is to develop a cooperative career exploration learning model implementation resources package. The resources will include filmstrips and cassettes, implementation guides, and publicity materials. Anticipated outcomes are that local labor resource people, teachers, and counselors will acquire increased knowledge on how to implement a cooperative simulated work career exploration learning model in grades 7-10; indicate more favorable attitudes toward each other as co-participants in local career education programming; and find the project resources useful for implementing a cooperative career exploration simulated learning model in the local schools. Labor educational resource leaders and career educators will participate in a working conference to generate content guidelines. The program implementation materials will be pilot tested at sites in ten communities. Training workshops will be conducted on using the program resources in the local community. Pre- and posttests will be administered to local labor resource people, teachers, and counselors to determine changes in their knowledge of and attitudes toward simulated work as a career education strategy. At the completion of local training, descriptive data will be collected on the usefulness of the implementation program resources. The target audience includes 100 teachers, 100 counselors, and 300 individuals from labor in small towns and suburban and urban areas.

CC000225 $63,000 Newell

The Bowling Green, Kentucky K-12 Career Education Incremental Improvement Project.

PROJECT DIRECTOR: White, Judy
ORGANIZATION: Bowling Green Independent School District, Ky.
ADDRESS: 1807 Rockingham Lane, Bowling Green, KY 42101. (502) 842-3323
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Kentucky Congressional District Number 2
CONTRACT: G0078C0018
PROJECT: 554AH80558
FY78-$63,000 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, *Curriculum Development, Information Dissemination, Instructional Materials, Occupational Guidance, School Community Relationship, Workshops

The objectives of this program are to (1) strengthen the relationship between education and the world of work; (2) increase the emphasis on career education in curriculum and revitalize the career education program; and (3) through a third-party evaluation of the career education program and a local needs assessment, emphasize the need for more staff and curriculum development, career guidance, program articulation, development of a formalized school/community relationship, involvement of the home and family, and evaluation, feedback, and follow-up. Prior to the start of the 1978-79 school year, a cadre of in-house education consultants will participate in a two-day workshop to assist in planning activities for all staff members. Volunteer in-house consultants will edit and compile career education units and activities into booklets for dissemination. Strategies will be developed for working more effectively with handicapped and gifted and talented students. Counselors will develop a systemwide career guidance goal for their state guidance plans and will assist in administering student advising and orientation sessions. Staff members will visit other schools in Kentucky which have career education programs, and the Bowling Green City School System will serve as a career education visitation/demonstration site for Kentucky. A community career education center will be developed by the in-house consultants. Center members will assist with the PTA programs, American Education and Career Education Week activities, and other projects. A career education resource file will be developed within each school. Each career education unit will contain at least one method of home/family involvement. Systematic training for effective parenting will be made available to interested parents. There will be both internal and external evaluation. A project brochure will be developed; features will be included in the city schools' news section of the local newspaper; "Review," a career education newsletter, will be published each month during the school year; and booklets of career education units and activities will be published for dissemination.

CC000226 $150,000 Newell

Communicating Career Education for Rural Appalachia.

PROJECT DIRECTOR: Cornett, Elwood
ORGANIZATION: Kentucky Valley Educational Cooperative, Hazard. Career Education Program.
ADDRESS: P.O. Box 1118, Hazard, KY 41701. (606) 439-2311
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Kentucky Congressional District Number 7
GRANT: G007802025
PROJECT: 554AH80592
FY78-$150,000 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, *Community Cooperation, Elementary Secondary Education, Exceptional Persons, *Inservice Teacher Education, Integrated Curriculum, Program Evaluation, *Rural Schools, *Teacher Attitudes

The target audience for this project is students in grades K-12, teachers, counselors, administrators, parents, and business and industry in small towns in the thirteen-state Appalachian region. Major objectives are to (1) communicate practical career education concepts and skills to inexperienced teachers, via four-day workshops, in at least five local education agencies (LEAs); (2) provide an open house for one week for visitors; (3) publish a seasonal newsletter; (4) provide a reliable correlation of how basic education is strengthened by implementing career education units, career education concepts, or skills into the existing curriculum; (5) conduct a school festival week involving the community in a collaborative career education effort; and (6) develop a "how to" document of eight to twelve pages on career education for exceptional children. Teachers participating in the workshops will be pre- and posttested, using the Career Education Information Inventory, to determine changes in attitudes, skills, and knowledge of career education. Students in grades 4, 8, and 11 will be pre- and posttested to determine any achievement change where career education has been implemented. A research and evaluation survey will be conducted to determine which of the six objectives were most helpful to other LEAs interested in career education.

CC000227 **$157,898** Elbers

EPIC - Educational Preparation for Involvement in Careers.

PROJECT DIRECTOR: Preli, Barbara
ORGANIZATION: Jefferson County Public Schools, Louisville, Ky.
ADDRESS: 675 River City Mall, Louisville, KY 40202. (502) 581-4558
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Kentucky Congressional District Number 3
CONTRACT: G0078C0016
PROJECT: 554AH80513
FY78-$157,898 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, Elementary Secondary Education, *Family School Relationship, *Instructional Improvement, Integrated Curriculum, *School Community Relationship

This project seeks to establish a comprehensive career education project in 159 schools, grades K-12. Objectives are to train the faculties so that they can implement and refine the career model, integrate career concepts into the learning process, work in partnership with the home and family, and utilize and establish relationships with the business community. The project also plans to provide the community with the necessary career education knowledge so that it can participate in the career education program, provide feedback on the program, and work to bring the student and family closer together in career searching. The project will disseminate its training model on a local, state, and national basis. The training model stresses the use of an information-based decision-making process. Project activities will include staff development, implementation of the model at each school site, community involvement, and dissemination. The program will be evaluated by identifying staff competencies and by polling teachers, community members, and administrators.

CC000228 **$124,261** Newell

Infusing Career Education for the Handicapped Through Total System Involvement.

PROJECT DIRECTOR: Helge, Doris
ORGANIZATION: Murray State Univ., Ky. Center for Innovation and Development.
ADDRESS: 16th Street, Murray, KY 42871. (502) 762-3817
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Kentucky Congressional District Number 1
GRANT: G007802029
PROJECT: 554AH80383
FY78-$124,261 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, Conferences, Curriculum Development, *Handicapped Students, Higher Education, Management Information Systems, Manuals, Teachers, Workshops

This project is an extension of the 1977-78 project which sought to infuse career education for the handicapped into the university level curriculum. The project will be expanded to include four target professional groups: fifteen regular education practitioners, fifteen special education practitioners, fifteen preservice teacher training faculty from the College of Human Development and Learning, and fifteen preservice educators from the other colleges of Murray State University. Twenty participants from the 1977-78 project will assist project staff in working with the new target professionals to enable them to implement the Career Education Act and P.L. 94-142. Through workshops and individualized interpersonal growth endeavors, these participants will be trained and will in turn conduct workshops for the four target groups. The computerized management information system will be modified to include curriculum objectives and needs identified in inservice training settings. A national conference will be held at Murray State to explore "The Role of Universities in Career Education for the Handicapped." A major dissemination effort, the conference will involve as presenters authorities from federal agencies and professional organizations with commitments to career education for the handicapped. Pre- and posttest data will be collected from the target professionals so as to evaluate the general effectiveness of the program. Evaluation of project impact on elementary and secondary school students will focus on the extent to which career education activity increases in target classrooms. A manual will be developed from the training so that the program can be replicated at other universities.

CC000229 **$110,000** Elbers

The Urban League Street Academy Career Awareness Education Program.

PROJECT DIRECTOR: Leary, Guillarne; Glapion, Gail
ORGANIZATION: New Orleans Urban League, La.
ADDRESS: 3200 St. Bernard Avenue, New Orleans, LA 70113. (504) 943-1376
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Louisiana Congressional District Number 2
CONTRACT: G0078C0009
PROJECT: 554AH80082
FY78-$110,000 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Awareness, Career Exploration, *English Education, *Individual Development, *Job Application, *Mathematics Education, *Reading Improvement, Secondary Education

The objectives of this project are to increase the thirty-five participating students' self-esteem; awareness of career opportunities; career attitudes; skills in reading, math, and English; and proficiency in job application procedures. The project will administer pre- and posttests of standardized instruments: the Youth Inventory Scale, the California Achievement Test, and the Job Application Procedures Test. In increasing the proficiency levels of participating students, teachers will use a curriculum highly correlated with job interest and requirements. Some of the teaching techniques for learning to participate in job interviews, fill out job applications, and perform similar job-related activities will be role playing, use of films and workbooks, and group guidance sessions.

CC000230 **$98,478** Newell

Career Education of Mentally Retarded Citizens.

PROJECT DIRECTOR: Beziat, Chip
ORGANIZATION: Maryland Univ., College Park. Center for Rehabilitation and Manpower Services.
ADDRESS: Jull Hall, Room 3115, College Park, MD 20742. (301) 454-3042
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Maryland Congressional District Number 5
GRANT: G007802012

PROJECT: 554AH80103
FY78-$98,478 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: Adolescents, Adults, *Audiovisual Aids, *Career Education, Conferences, Manuals, *Mentally Handicapped, Occupational Information, Program Evaluation
IDENTIFIERS: Holland Self Directed Search

This project seeks to provide career education for adolescents (sixteen or older) and adults with consistently measured I.Q. and behavioral ratings which place them within the mildly or moderately mentally retarded category. The validation sample will include a minimum of one hundred retarded individuals from Maryland, Virginia, West Virginia, Pennsylvania, Delaware, and the District of Columbia. Specific project objectives are to allow eighty percent of the validation sample to show increased understanding of their reasons for career choices, to positively identify career areas of high interest, and to show an increase of understanding of career education concepts and career information. Sixty percent will seek additional career information, and seventy-five percent will show an increase in self-esteem. Procedures include (1) modifying Holland's Self- Directed Search to use with the mildy retarded, (2) producing six audiovisual career information modules to provide additional exposure to appropriate working peer models in each of the six major areas of Holland's typology, (3) administering two conferences and conducting training in the use of the materials, (4) developing a manual for the use of the materials, (5) preparing a monograph on the modification of career education materials for special populations, and (6) submitting project- related articles to journals with prospective readerships of both laypersons and career education practitioners. The project will focus upon the needs of disabled and handicapped individuals. Special attention will be given to the production of materials that are free of stereotypes and sex bias.

CC000231 $93,000 Elbers

Program Methods and Materials for Training Career Educators.

PROJECT DIRECTOR: Resnick, Harold; Gower, Robert
ORGANIZATION: Boston Univ., Mass. School of Education.
ADDRESS: 765 Commonwealth Avenue, Boston, MA 02215. (617) 353-3262
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Massachusetts Congressional District Number 8
CONTRACT: G0078C0021
PROJECT: 554AH80660
FY78-$93,000 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: *Career Education, Elementary Education, *Inservice Education, Junior High Schools, *Manuals, *Professional Training

This project is designed to demonstrate the most effective means for training educational personnel to conduct career education programs. The major objective is to develop a set of transportable training manuals that may be reproduced and used by other universities, school systems, or state departments of education for career education staff development programs. The set will include screening and pretesting procedures, a "high structure" and a "low structure" training manual, an evaluation and assessment manual, and procedures for determining whether the high or low structured program should be used. The project will validate these manuals and distribute them nationally to selected career education personnel. Other objectives are to provide training for eighty teachers in grades K-8 from four different school systems representing a cross-section of urban, suburban, and rural communities and to develop criteria for determining who should receive high or low structured programs. The evaluation component will include both a formative and summative phase. Project personnel will make presentations at professional meetings conferences, and workshops and will publish articles in professional journals.

CC000232 $125,000 Newell

Cultural Institutions and Career Education: Building Community Collaboration.

PROJECT DIRECTOR: Marcus, Stephen
ORGANIZATION: Cultural Education Collaborative, Boston, Mass.
ADDRESS: 164 Newberry Street, Boston, MA 02116. (617) 267-6254
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Massachusetts Congressional District Number 6
CONTRACT: G0078C0012
PROJECT: 554AH80374
FY78-$125,000 01-Aug-78 TO 31-Jul-79
DESCRIPTORS: *Career Education, *Career Exploration, *Community Resources, Elementary Secondary Education, Inservice Teacher Education, Internship Programs, Museums, Program Development, Program Evaluation, *School Community Cooperation, Urban Schools

This project seeks to improve K-12 career education in the Boston and Springfield school systems by developing an exemplary program which brings together the schools and the surrounding cultural community (museums, performing companies, science and art centers, etc.). Beginning with an initial teacher inservice training program, and coupled with career education programs recently developed by the participating cultural institutions, this program, through visits, minicourses, and internships, will allow students to explore a wide array of occupations within and related to the cultural community. Program evaluation will develop a matrix which lists objectives and then surveys possible methods of evaluation (tests, observations, questionnaires, interviews, records, program products, etc.) that are appropriate for that objective. A data collection schedule will then be developed, discussions about who will collect the data will be made, and the evaluation will then be carried out. In the early stages of this project, articles describing the nature and scope of the training program will be written and submitted to educational journals. In the latter stages, there will be special presentations for state conferences of professional organizations. Joint meetings will be held with the business and labor communities in Boston and Springfield to discuss the implications of the model in their area. A final report will be circulated to regional career education directors thoughout the state.

CC000233 $125,000 Newell

Detroit Urban Career Education Demonstration Project.

PROJECT DIRECTOR: Pettress, Patricia
ORGANIZATION: Detroit Public Schools, Mich.
ADDRESS: 5057 Woodward, Detroit, MI 48202. (313) 494-1683
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Michigan Congressional District Number 13
GRANT: G007802014
PROJECT: 554AH80192
FY78-$125,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Career Education, Community Involvement, Curriculum Development, Elementary Education, Inservice Teacher Education, *Minority Group Children, *Minority Groups, Secondary Education, *Urban Education

This career education project seeks to replicate successful elementary and secondary incremental improvement career education practices and techniques demonstrated in a large urban setting so that, by the end of the project year, at least seventy-five percent of the instructional staff in the participating schools will have developed and taught at least thirty-two career education related student lessons relevant to their particular subjects and grade levels. In so doing, the project will (1) infuse career education concepts into the various curricula in all project schools, (2) establish community involvement in career education, (3) continue efforts to address the needs of minority youth, (4) continue a parent training/involvement program, (5) continue staff training in career education infusion techniques and attitudes, and (6) prepare recommendations for other urban areas that wish to implement career education. Process evaluation will be conducted bimonthly to measure the approaches and extent of curriculum infusion, the content and extent of staff training, the extent of involvement of principals in the project, and the approaches to and extent of business/industry/community involvement in the project. Project staff will participate in local, state, and national career education conferences. Reports submitted to the Office of Education will be available upon request for the cost of printing and postage, and site visits may be arranged.

CC000234 $85,000 Elbers

Health and Science Action Learning.

PROJECT DIRECTOR: Serotoff, Arthur
ORGANIZATION: Minneapolis Public Schools, Minn.
ADDRESS: 3416 4th Avenue South, Minneapolis, MN 55408. (612) 822-3141
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Minnesota Congressional District Number 5
GRANT: G007802028
PROJECT: 554AH80335
FY78-$85,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Career Education, •Career Exploration, •Experiential Learning, •Health Occupations, Low Income Groups, •Science Curriculum, Senior High Schools, Urban Schools

This project, part of a national study of experiential learning programs, seeks to (1) expose secondary students to a wide variety of career possibilities in the health and allied fields; (2) produce a new educational approach which infuses aspects of health related work, skills, and information into a science curriculum; (3) raise the level of student motivation; (4) reduce fear of hospitals; (5) increase the quality of the students' verbal skills; and (6) reduce restrictions on occupational choice imposed on youth due to stereotyping and low socioeconomic status. Program format will be repeated each trimester and will include three major components: career orientation placements, laboratory science course, and career exploration experiences. Career orientation placements will occur three hours, two afternoons a week at the Veterans Administration Hospital. Departments will include nursing, animal research, diagnostic x-ray, dietetics, physical therapy, and orthotics. In the laboratory science course, which will meet three hours, two afternoons each week at a local community college, students will conduct biology experiments which will reinforce and complement activities at the hospital. Topics will include anatomy, bacteriology, chemistry, microbiology, and individual projects. The careers exploration experiences, which will meet three hours, one afternoon each week, will have four parts: field trips, guest speakers, career skills assessment program curriculum, and student-to-student sharing. The program will produce a descriptive brochure, articles, and a newsletter, all of which will be disseminated through the resources of the sponsoring organizations: the Commission on Educational Issues, the National Association of Secondary School Principals, National Catholic Education Association, and National Association of Independent Schools. Program members will be pre- and posttested by an outside evaluator.

CC000235 $125,765 Elbers

Design for Career Education.

PROJECT DIRECTOR: York, Mary
ORGANIZATION: Saint Louis Public Schools, Mo. Office of Career Education.
ADDRESS: 1517 South Theresa Avenue, St. Louis, MO 63104. (314) 865-4550
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Missouri Congressional District Number 3
CONTRACT: G0078C0024
PROJECT: 554AH80060
FY78-$125,765 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Advisory Committees, •Career Education, •Career Exploration, Curriculum Development, Elementary Secondary Education, •Inservice Programs, Inservice Teacher Education, Instructional Materials, Principals, •Program Development, Program Evaluation, Publicize, Teachers, Urban Schools, Workshops

This project will provide inservice training on the concepts, outcomes, and purposes of career education for an elementary school principal and two teacher facilitators in each of seventeen target elementary schools and for a secondary school principal and four teacher facilitators (one each in social studies, math, science, and communications skills) in each of six target secondary schools. Training recipients will demonstrate increased knowledge of curriculum practices for infusing career education into traditional subject matter and of career education and career guidance techniques. The inservice sessions for principals will be designed to familiarize them with concepts and practices to implement a comprehensive building plan that involves complete staff participation. The sessions for teachers and facilitators will be geared to providing information and skills needed to implement career education philosophy and concepts. The format of these sessions will be premised on the notion that students need to systematically explore the various career options open to them. Training will provide methods teachers can use to teach students to (1) engage in occupational exploration activities; (2) discuss personal and social factors that affect job success; (3) select appropriate occupational preparation needed for entry level employment; (4) show how aptitudes, abilities, interests, values, and physical characteristics relate to career choice; and (5) correlate basic skills with vocational opportunities. Principals and facilitators will train all other teachers in the targeted elementary schools and selected secondary teachers. As a major component of the career education project, a Career Education Community Advisory Council will inform the community about career education, participate in the career education programs, and provide resources. An outside evaluator will assist in project evaluation and interviews and administrative questionnaires will be conducted at all levels to gather formative and summative data. There will be four products: schedule charts, flow diagrams, administrator's observation forms, and plans for use of community resources.

CC000236 $86,052 Newell

Reduction of Sexual Stereotyping and Bias With Regards to Career Choice.

PROJECT DIRECTOR: Leiterman-Stock, Peggy
ORGANIZATION: Montana State Univ., Bozeman. Div. of Student Affairs and Services.
ADDRESS: Montana Hall, Bozeman, MT 59717. (406) 994-2826
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Educa-

tion (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Montana Congressional District Number 1
CONTRACT: G0078C0033
PROJECT: 554AH80382
FY78-$86,052 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: Administrative Personnel, *Career Choice, *Career Planning, *College Faculty, *College Students, Higher Education, Inservice Teacher Education, *Mathematics, *Sex Stereotypes, Testing, Workshops

The purpose of this program is to reduce sex stereotyping and bias with regard to career choice in 100 selected general studies students and 108 faculty. Approximately ninety faculty and administrators will participate in workshops designed to raise their awareness of their sex biases and stereotypes. Eighteen selected faculty will be taught to assist in leading career-life groups, thus improving their own career advising skills. One hundred general studies students will participate in career planning workshops designed to assist students in self-awareness and the recognition of their own sex biases and stereotypes. The project will help the students plan educational programs, encourage them to explore nontraditional careers, and provide them with opportunities to interact with individuals in the world of work. An innovative program entitled "Math and Sex" will be created to remove critical roadblocks to men and women, especially women. Because math failure is seen as a critical block in perpetuating sex stereotyping in career choice, all targeted general studies students will participate in a comprehensive career assessment program, including an evaluation of math competency. Individualized math classes, designed and taught by a female mathematician, will enable targeted general studies students to understand and pass math courses vital to fifty-seven curricula at Montana State University. All targeted students and a control group will take pre- and posttests designed to measure sex role attitudes and math anxiety. These two groups will be compared as to career choice–traditional or nontraditional. Faculty attitudes towards sex roles will also be tested.

CC000237 **$46,580** **Newell**

Career Guidance for Academically Gifted Female Students.

PROJECT DIRECTOR: Jackson, Frances
ORGANIZATION: Great Falls Public Schools, Mont.
ADDRESS: 1100 - 4th Street South, Great Falls, MT 59405. (406) 791-2185
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Montana Congressional District Number 2
GRANT: G007802034
PROJECT: 554AH80635
FY78-$46,580 01-Aug-78 TO 31-Jul-79
DESCRIPTORS: Career Education, *Career Opportunities, Community Involvement, Elementary Secondary Education, *Females, *Gifted, *Guidance Services, Inservice Programs, Parent Participation, Program Development, Program Evaluation, Role Models, Role Perception, *Sex Stereotypes, *Talented Students

The purpose of this project is to develop a model program of educational activities and support services which will reduce the effects of sex-role stereotyping in career guidance within education institutions and help counteract sex-role socialization processes within the family, both of which tend to limit the career aspirations of academically gifted female students. The objectives are to (1) cause students to become aware of career fields which provide realization of their aptitudes and interests and to enroll in classes identified as prerequisites to entry into prestigious careers with high employment potential; (2) cause students to interact with successful career women to understand the challenges involved in dual careers and the impact on the roles of wife and mother; (3) cause parents of academically superior students to become actively involved in the academic and career planning of their children; (4) provide staff with criteria for identifying sex bias in print and nonprint materials and with strategies for effectively counteracting sex bias or sex-role stereotyping; and (5) secure community involvement and utilize technology for faster and more effective delivery of career guidance information. The top ten percent of the students will be identified, and interest inventories will be administered to them. Special seminars will be conducted to involve parents in both the academic and career planning. Parents of upper grade-level students will be invited to attend workshops demonstrating the computer-delivered Guidance Information System. Students will be introduced to the process of negotiating learning plans, using the National Institute of Education's models for experience based career education, when their unique needs can be better served by this approach. Other project activities include involving parents in seminars and family counseling sessions and conducting inservice meetings to increase staff awareness of sex bias and sex-role stereotyping. Pre- and posttests will be used to measure the attitudes of students, staff, and parents; enrollment figures in critical courses will be compared with previous enrollments; the selection of nontraditional careers will be compared with selections made by students; and the record of use of available media will be compared as the project advances.

CC000238 **$160,000** **Newell**

Career Education Information Training and Instructional Materials System "CEITAIMS".

PROJECT DIRECTOR: Barry, Vincent
ORGANIZATION: National Center for Career Education, Inc., Missoula, Mont.
ADDRESS: P.O. Box 7815, Missoula, MT 59807. (406) 243-5262
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Montana Congressional District Number 1
GRANT: G007802032
PROJECT: 554AH80522
FY78-$160,000 16-Sep-78 TO 15-Sep-79
DESCRIPTORS: *Career Education, *Information Networks, *Inservice Teacher Education, Library Facilities, *Professional Training, *Resource Materials, *School Community Cooperation

Project objectives are to establish a communications network that will provide a vehicle for the identification and dissemination of career education philosophy, methods, and program activities and to develop and disseminate a model for collaboratively training educators and business/industry/labor personnel so they can implement career education in the local education agency setting. Project activities include collecting, classifying, and storing career education programs and materials at a central instructional library located at the National Center for Career Education; training a core group of teachers in each local site to understand both the nature of career education and the process for infusing career education principles into the existing curriculum; and developing techniques for using community resource persons in the instructional process. Information and techniques will be disseminated through the central library, through training models, through course sub-set mini-libraries, and the "National Center for Career Education Index for Teachers Series."

CC000239 $160,000 Newell

Career Education in Scouting/USA.

PROJECT DIRECTOR: Bowden, Eugene
ORGANIZATION: Boy Scouts of America, North Brunswick, N.J.
ADDRESS: Rts. 1 & 130, North Brunswick, NJ 08902. (201) 249-6000, Ext. 248
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: New Jersey Congressional District Number 15
CONTRACT: G0078C0041
PROJECT: 554AH80691
FY78-$160,000 01-Aug-78 TO 31-Jul-79
DESCRIPTORS: •Career Education, Career Exploration, Handicapped, •Instructional Materials, •Program Development, Seminars, •Youth Clubs, Youth Opportunities, Youth Programs
IDENTIFIERS: Boy Scouts of America

This project seeks to promote career awareness in Boy Scouts of all three levels. For Explorers, the program will use career seminars designed to increase awareness of alternate lifestyles and rewards from volunteer and paid work, increase knowledge of specific career areas, and improve decision-making skills. For Boy Scouts, there will be a special merit badge program containing career education materials and requiring knowledge of specific vocations. For the Cub Scouts, advancement activities and materials will be revised to include career education materials. Project activities include (1) developing more careers, including those for the handicapped, through the "Post Action Idea" series; (2) selecting three pilot Boy Scout councils to conduct in-school career seminars in three schools; (3) providing the councils with a computer program and materials for use in conducting their career interest surveys; (4) providing instructional materials for those councils in how to use and interpret the standardized survey; (5) revising three "weak" merit badge subjects and testing three "strong" merit badge subjects with a pre- and posttest; and (6) revising Cub Scout literature so that career education concepts are included. A validated test will be developed covering awareness of industrial and business lifestyles, world of work orientation, and the cooperation between business, society, education, and government. In other evaluation procedures, the project will develop a short survey test covering awareness of career elements contained in three merit badge materials and will develop individual rating forms for all revised materials and activities to assess career education concepts. The "In-School Career Seminars" booklet and "Post Action Ideas in 21 Careers" will be available upon request, project results will be published in "Professionally Speaking," and revised Scout materials will be presented at the regional All Hands meeting.

CC000240 $99,977 Elbers

Change by Expanding Career Options.

PROJECT DIRECTOR: Geller, Joel
ORGANIZATION: Cogent Associates, Princeton, N.J.
ADDRESS: 575 Ewing Street, Princeton, NJ 08540. (609) 921-1484
ORG TYPE: Profit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: New Jersey Congressional District Number 5
CONTRACT: G0078C0079
PROJECT: 554AH80144
FY78-$99,977 01-Sep-78 TO 30-Jun-79
DESCRIPTORS: Career Choice, •Career Education, •Career Exploration, Career Planning, Community Involvement, Program Evaluation, Senior High Schools, Surveys, Teaching Guides, Visual Aids

The purpose of this project is to evidence improvement in the variables to be examined. To show how this improvement was effected, the project will produce (1) two student handbooks and teaching guides; (2) two sound filmstrips entitled "The World of Work in 2001" and "Different Times, Different Choices, Different Consequences;" (3) visual teaching supplements for program activities; (4) two project profiles: Personal Career Planning Profile (Sequence 1) and Personal Career Alternatives Profile (Sequence 2); and (5) Career Information Retrieval System. The project seeks to have participating students in two high schools demonstrate significant improvement in their knowledge of those economic, socio-environmental, and personal variables that will greatly influence their career/occupational futures and exhibit increased ability to formulate career alternatives in a systematic and reasonable fashion, as evidenced by the increased ability to evaluate the efficiency and realism of career choices and potential for personal satisfaction. To accomplish these goals, students in grades 10-12 will participate in an ungraded, multimedia program to teach them that job choice is a process that necessitates planning, which requires skills in acquiring information, evaluating information, and making decisions. Each of the two thirty-five-day programs will provide activities on three levels: information gathering, experience in the workplace, and evaluation of career alternatives. They will help students crystallize their career self-concepts through explorations of educational and occupational options, develop the capacity to choose and be responsible for a job future, and acquire the information-processing skills which facilitate decision making and problem solving in career planning. Two experimental classes and one control class will participate in the project. A third-party evaluator will conduct pre- and posttests and compare results of both groups.

CC000241 $100,000 Elbers

New Mexico Highlands University Career Education Project.

PROJECT DIRECTOR: Clark, James
ORGANIZATION: New Mexico Highlands Univ., Las Vegas.
ADDRESS: Student Support Services Center, National Avenue, Las Vegas, NM 87701. (505) 425-7511
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: New Mexico Congressional District Number 2
CONTRACT: G0078C0020
PROJECT: 554AH80604
FY78-$100,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Career Awareness, •Career Education, •Career Planning, Counseling, Decision Making Skills, Minority Groups, •Post Secondary Education, •Rural Areas, •Rural Youth, Self Evaluation, Spanish Americans, Work Experience

The purpose of the project is to facilitate the development of a career self-concept and tentative career choice and action plan for all students. Project objectives are to develop skills in self-evaluation, career awareness, decision making, employment seeking, and work skill values. A tri-model approach involving work experience, counseling (group and individual), and a three-unit course in career education will be used to provide a unique learning experience that will be conducive to personal growth and knowledge of self, the world of work, and academic requirements to reach specific career goals. An outside evaluator will be employed to evaluate all program components. Student interest inventories, standardized projective tests, and a personality inventory will be administered to all the students, and a self-evaluation questionnaire as well as employer and student rating scales and staff and student rating scales will be employed. A project borchure, multimedia presentation, newsletter, and video library of project speakers, panels, and activities will be used to communicate at local, state, and federal levels. This project will serve 180 postsecondary freshmen and sophomores in a rural and small village area.

CC000242 $94,539 Elbers

Career Education for 9th Graders in a Community College Setting.

PROJECT DIRECTOR: Wheeler, Derek
ORGANIZATION: Bronx Community Coll., N.Y.
ADDRESS: University Avenue & 181st Street, Bronx, NY 40453. (212) 220-2909
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 23
GRANT: G007802016
PROJECT: 554AH80233
FY78-$94,539 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: Black Students, *Career Education, Career Exploration, *Community Colleges, *Dual Enrollment, *Grade 9, Minority Groups, Occupational Guidance, Puerto Ricans, Senior High Schools, Spanish Americans, *Truancy, *Underachievers, *Urban Schools

The objectives of this project are to significantly increase the attendance patterns of truant ninth grade students from the four participating urban high schools and to raise their scores on standardized tests by at least one year for each semester of enrollment in the project. Students will be selected based on their high school records and interviews with project staff; participants will be characterized by truancy (forty-fifty percent attendance rates in their previous semester) and underachievement scores on standardized tests which indicate they are from two to four years below grade level. These students will be released from their regular morning classes to attend career-infused courses at the community college in reading, English, math, oral communications, and career guidance. In addition, they will receive career counseling and orientation; take field trips; and host guest speakers from local business, industry, and other educational institutions. Records will be maintained on each student's attendance at the community college, in the high schools for afternoon classes, and in the high schools for the first semester of full-time re-entry into the high schools. All students will be given the California Achievement Test on entrance to the project and on completion of their enrollment. At the end of the first semester, the twenty students deemed most in need of continued enrollment will be retained, the forty other students will be returned to their high schools on a full-time basis, and forty new students will be enrolled in the program. Thus, a total of 100 ninth grade students–fifty percent black, forty percent Puerto Rican, and ten percent Hispanic–will be served by this project.

CC000243 $100,174 Newell

Project LATTICE (Learning and Teaching Through Improved Career Education).

PROJECT DIRECTOR: Stone, Selma
ORGANIZATION: Bronx Community School District 10, N.Y.
ADDRESS: 3961 Hillman Avenue, Bronx, NY 10463. (212) 220-8393
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 22
CONTRACT: G0078C0031
PROJECT: 554AH80326
FY78-$100,174 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Career Education, Curriculum Development, *Demonstration Programs, Information Dissemination, Inservice Teacher Education, Junior High Schools, Program Evaluation, Resource Centers, *Urban Schools, Workshops

The objectives of this project are to demonstrate effective methods for career education in urban areas and develop exemplary career education models. The project activities will include infusion of career education information in major curriculum areas, staff development workshops, utilization of community workshops, development of career education resource centers in individual schools, parent contacts, and publication of a career newsletter. The evaluation process entails (1) comparing reading and math data for fifty students per school from March 1978 and March 1979 tests; (2) developing student/counselor interview protocol for a random selection of ten male and ten female students and five counselors from whom data will be gathered to assess the career awareness of students, the relevance of high school to careers, and the desire of students to participate in high school educational planning; (3) administering pre- and post multiple choice, "World of Work" and career skill tests to thirty participating and thirty nonparticipating students; (4) directing a discussion by twenty participating students of the meanings of twenty randomly selected business forms; (5) administering to teachers pre- and posttests concerning career education purposes, materials, and knowledge; and (6) collecting in-depth data for one school as part of "Integrations of Career Education" analysis. Publications will include quarterly newsletters, periodic LATTICE bulletins, and staff presentations.

CC000244 $75,000 Newell

Women's Academic and Career Choices.

PROJECT DIRECTOR: Walker, Alice
ORGANIZATION: State Univ. of New York, Cortland. Coll. at Corland. Research Foundation.
ADDRESS: Cortland, NY 13045. (607) 753-4219
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 32
CONTRACT: G0078C0022
PROJECT: 554AH80661
FY78-$75,000 01-Aug-78 TO 31-Jul-79
DESCRIPTORS: Career Awareness, *Career Choice, Career Exploration, College Freshmen, Control Groups, Courses, *Educational Research, Experimental Groups, Faculty Advisors, Higher Education, Measurement, *Program Effectiveness, Role Models, *Womens Education

The objectives of this project are to develop women students' awareness of the broad range of career choices open to them and measure the effectiveness of a three-faceted approach to career exploration. This approach will consist of a two-credit strategy course; intensive and personalized academic advisement; and role-modeling by women faculty and a series of women speakers who are employed in atypical careers. In support of these objectives, a random selection of incoming freshmen women will be assigned women faculty members as advisors. The students will meet with their advisors for ten hours each semester to explore the students' interests, goals, and career options and to discuss such topics as lifestyles, career and home conflicts, and relevant personal experiences of the advisor. This group of students will take a two-hour course on career choices that will involve women in atypical careers, career options, and the psychological and sociological factors that influence career decisions. Half the participants will take the course in the fall and the other half in the spring. The students will be tested upon their arrival, at the end of the first semester, and at the end of the second semester using such instruments as the Attitude Toward Women scale, the Coopersmith Self-Esteem scale, and the Strong-Campbell Interest Inventory. A repeated measures analysis of variance will be used to determine what, if any, changes in interest and attitudes have occurred. A control group will also be tested to determine if any significant differences exist between the experimental and control groups in career choices. Follow-up studies will ascertain what careers the experimental and control groups ultimately choose.

CC000245 $120,000 Elbers

Media Packages for Elementary School Teacher Trainers.

PROJECT DIRECTOR: Brickell, Henry
ORGANIZATION: Academy for Educational Development, Inc., New York, N.Y. Div. of Policy Studies.
ADDRESS: 680 Fifth Avenue, New York, NY 10019. (212) 397-0040
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 18
CONTRACT: G0078C0007
PROJECT: 554AH80017
FY78-$120,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Basic Skills, *Career Education, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, *Film Production, Filmstrips, *Inservice Teacher Education, *Language Arts, Preservice Education, Workshops

The purpose of this project is to provide elementary school teachers across the country with career education training which will help them understand that career education has an important place in basic skills instruction. To accomplish this, four films (one each for language arts, grades 1-3 and 4-6 and for mathematics, grades 1-3 and 4-6), matching filmstrips and cassettes, and exemplary lessons will be developed for elementary school teacher trainers to use in career education training workshops. Elementary school teachers who view the films should be able to list a greater number of and more creative career education infused activities in language arts and mathematics and display more positive attitudes toward infusing career education into their basic skills instruction. The four fifteen-minute films and matching filmstrips with cassettes will be designed to be used as the introduction to preservice and inservice career education training workshops for elementary school teachers. The lessons in language arts and mathematics will be suitable for teachers to use either as a model or as written. Throughout their development, the films and lessons will be formatively evaluated through script reviews and film previews by advisory panels, chosen from ten business, labor, industry, professional, and government communities. Additionally selected teachers will be interviewed before and after the workshop, and pre- and posttested using an attitudinal instrument.

CC000246 $75,000 Elbers

Inservice Training in Career Education: Incorporating the Career Concept in Foreign Language Programs.

PROJECT DIRECTOR: Scebold, Edward
ORGANIZATION: American Council on the Teaching of Foreign Languages, New York, N.Y.
ADDRESS: 2 Park Avenue, New York, NY 10016. (212) 689-8021
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 18
CONTRACT: G0078C0023
PROJECT: 554AH80052
FY78-$75,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Career Education, *Curriculum, Films, Information Dissemination, *Inservice Teacher Education, Professional Associations, *Second Language Learning, Study Guides, *Workshops

This project will create an inservice program to widely disseminate information relating to the role which career education can and should play in foreign language curricula. The project staff will prepare a general film and study guide materials presenting information regarding the purposes and philosophy of career education and the need to infuse career education concepts in foreign language curricula. These materials will be used in a training workshop for fifteen or more individuals who will be chosen to conduct a program of regional, state, or local workshops which will take place after the conclusion of the project year under the sponsorship of the American Council on the Teaching of Foreign Languages (ACTFL). The training workshop will enable the participants to (1) demonstrate their understanding of the terms, philosophy, and significance of career education by discussing the potential impact and importance of career education as it relates to foreign language education; (2) demonstrate their ability to instruct teachers in the use of the study guide by presenting or discussing activities assigned by the workshop director; (3) demonstrate their knowledge of career education by answering questions related to general career education resources and specific career education materials for foreign languages; and (4) demonstrate their ability to lead a workshop or group by preparing and presenting a simulation exercise to other training workshop participants. Policy Studies in Education will conduct a formative evaluation of the film and study guide. Following the training workshop, a summative evaluation of the learner outcome objectives will be conducted, and an appropriate evaluation plan will be designed for use in the regional, state, and local workshops.

CC000247 $150,000 Elbers

Career Training Through the Arts.

PROJECT DIRECTOR: Taylor, Betty Blayton
ORGANIZATION: Children's Art Carnival, New York, N.Y.
ADDRESS: 62 Hamilton Terrace, New York, NY 10031. (212) 234-4093
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 19
GRANT: G007802015
PROJECT: 554AH80206
FY78-$150,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Apprenticeships, Basic Skills, *Career Exploration, Community Involvement, Elementary Secondary Education, Manuals, Urban Education, *Visual Arts, Work Experience, Workshops, Writing

This project seeks to provide career training through the arts for children, aged eight to eighteen. Specific objectives include (1) teaching eight- to fourteen-year-old students about career possibilities related to the visual arts and having them participate in media-related creative art experiences, (2) developing in students aged fourteen to eighteen skills and competencies in communication arts production which will increase their career understanding and options, (3) helping youngsters in the program improve their verbal abilities and reading and writing skills and develop good work habits, (4) providing a psychologist for those youngsters with special problems, and (5) promoting parental and community involvement in the arts. Specific procedures include designing creative arts experiences in painting, animation-filmmaking, printmaking, clay, sewing and dress design, puppetry-three dimensional construction, and writing workshops for youngsters in the eight to fourteen age group. There will be an apprenticeship program for fourteen- to eighteen-year-old students in graphic design, filmmaking-video, offset printing, silkscreen printing, and writing. Special experiences for this group will include participation in a professional production (film or book); direct contacts with museums, businesses, industrial concerns, and corporations that utilize the services of artists; and simulated job interviews at selected sites. Pre- and posttests will be administered to all participants in the program and will be evaluated by an external evaluator. At the end of the project a program manual, a slide presentation, a series of short films, packets of reading material for teenagers who have reading difficulties, and a quarterly newsletter will be available for interested persons or groups.

CC000248 **$84,995** Elbers

Career Services for Adults: Worker Access to Educational Opportunities.

PROJECT DIRECTOR: Moon, Rexford Jr.
ORGANIZATION: College Entrance Examination Board, New York, N.Y.
ADDRESS: 888 Seventh Avenue, New York, NY 10019. (212) 582-6210
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 18
GRANT: G007802020
PROJECT: 554AH80454
FY78-$84,995 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: Advisory Committees, *Counseling Services, *Educational Counseling, *Educational Opportunities, *Employees, Information Needs, *Inplant Programs, *Labor Unions, Post Secondary Education, Resource Materials, Site Selection
IDENTIFIERS: United Auto Workers

In cooperation with the United Auto Workers (UAW), this project will design, establish, and disseminate a model in-plant Study Organizer Center (SOC) to provide information and services to help employees understand the benefits of the tuition refund program, formulate their objectives, and match their personal/occupational interests with existing educational opportunities in nearby communities. An advisory panel will be established to assist with the project. Eight plants will be selected in Ohio and Michigan to develop and install SOCs. Selection will be based on diversity of manufacturing, geographical distribution, success in employee participation, and proximity of postsecondary institutions. Using information drawn from studies including the College Board's national survey of adult career counseling needs, UAW internal studies, and interviews with a sample of employees, employee information needs will be determined and study organizers selected and trained as educational advisors. Support materials will include catalogs of two-year, four-year, and other educational institutions and information concerning adult career development. In establishing the SOCs, the project will inform workers of the role, responsibilities, and limitations of the Study Organizer, provide space for the SOC, establish a schedule for the encounters between organizers and workers, and provide ongoing support to Study Organizers. Policy Studies in Education will conduct both formative and summative evaluation to include the collection of baseline data and measurement of the actual changes in the target population. The model program will be disseminated to business and labor groups including the American Manufacturers Association, the National Alliance of Businessmen, and the AFL-CIO. Approximately 10,000 persons will be served by the project.

CC000249 **$75,000** Elbers

Demonstration of Career Information Centers in Postsecondary Institutions.

PROJECT DIRECTOR: Aslanian, Carol B.
ORGANIZATION: College Entrance Examination Board, New York, N.Y.
ADDRESS: 888 Seventh Avenue, New York, NY 10019. (212) 582-6210
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 18
CONTRACT: G0078C0013
PROJECT: 554AH80446
FY78-$75,000 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Adults, Career Education, Career Planning, *Information Centers, Models, *Occupational Information, Post Secondary Education, Professional Associations, *Resource Centers, Staff Improvement

This project, in cooperation with two four-year post-secondary institutions, will design, demonstrate, and disseminate a model campus-based Career Information Center (CIC) to meet the needs of adults for career and educational planning. The center will seek to increase the users' understanding of their own interests, abilities, values, and goals; knowledge about available educational and skill-training opportunities; and knowledge about career trends, opportunities, requirements, and sources of help in such areas as financial support and testing. To design the Comprehensive Information and Career Counseling Center for Adults, this project will identify and select the major components and staff of CIC by gathering and reviewing information from a number of sources including ongoing adult career information services. In establishing a CIC at the two post-secondary institutions, the project will work with the institutions to resolve areas of concern including identification of the characteristics of the target population, equipment and materials required for the model, and monitoring and assessment procedures. CIC staff will be trained in interviewing techniques, knowledge of local education and training programs, and use of the career-related resource materials. Each center will be pilot tested to gather information about the individuals using the services, the types of services offered and assistance provided, and satisfaction with the services. Policy Studies in Education will conduct a formative evaluation of the project using data collected from interviews with a random sample of adult users. A summative evaluation will be based on daily logs and records and telephone interviews. The successful components of the CIC program will be documented and disseminated through professional publications and presentations of professional meetings with organizations including the American Association of Community and Junior Colleges and the American Council on Education.

CC000250 **$153,126** Newell

Evaluating Career Education: Conferences/Workshops to Communicate Strategies and Materials.

PROJECT DIRECTOR: Aslanian, Carol; Pfister, Linda
ORGANIZATION: College Entrance Examination Board, New York, N.Y.
ADDRESS: 888 Seventh Avenue, New York, NY 10019. (212) 582-6210
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 18
GRANT: G007802941
PROJECT: 554AH80553
FY78-$153,126 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, *Conferences, Educational Assessment, *Evaluation Methods, *Program Evaluation, Resource Materials

This project seeks to communicate to state and local education leaders approaches for the evaluation of career education methods. Specific objectives are to (1) orient state and local education leaders to the necessity of planned evaluation to demonstrate the effectiveness of their career education efforts, (2) communicate information about materials which link evaluation to career education outcomes as stated in the U.S. Office of Education Policy Paper on Career Education, (3) provide methods, materials, and instruments to those leaders to evaluate career education programs, (4) communicate to them information regarding a variety of systems designed to gather data on learner outcomes, and (5) provide aggregated data assembly and analysis systems for use by state and local education managers. The College Board will supply this information through a series of six regional conferences which will use demonstrations of successful assessment techniques and which will provide participants with the opportunity to exchange ideas and information. Participants' ability to meet behavioral objectives will be measured by questionnaire; data collected to evaluate the conferences will be used to improve other conferences. Prior to these conferences, a resource list of types of available evaluation resources will be supplied to the participants. At the end of the six regional meetings, a mini-conference will be held to coordinate the findings of the regional meetings and to focus on future priorities in the evaluation of career education.

CC000251 **$140,000** Newell

From Dreams to Reality: A Communications and Dissemination Project Regarding Sex-Role Stereotyping.

PROJECT DIRECTOR: Garfield, Nancy
ORGANIZATION: Girl Scouts of the U.S.A., New York, N.Y.
ADDRESS: 830 Third Avenue, New York, NY 10022. (212) 940-7514
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 18
GRANT: G007802027
PROJECT: 554AH80107
FY78-$140,000 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Career Education, *Females, *Information Dissemination, Inservice Programs, News Media, *Organizations (Groups), *Sex Stereotypes
IDENTIFIERS: *Girl Scouts of U.S.A.

This project intends to communicate nonstereotyped career education philosophy, methodology, program activities, and evaluation results to 347 local Girl Scout Councils and to at least twelve educational, professional, community, and women's organizations. It will plan, develop, and implement two communication and dissemination projects with eight councils in various regions of the country and disseminate the career education materials through national and local media such as newspapers, magazines, professional journals, radio, and television. The Girl Scouts of the U.S.A. will distribute to the 347 councils an information kit entitled "From Dreams to Reality," consisting of sample activities, article reprints, fact sheets, press releases, a model workshop plan with materials for adults to use with youth, information request forms, and short evaluative questionnaires. It will conduct three workshops for administrators and three for volunteer leaders to train them to communicate the career education information. The project will provide the same services for the other identified types of organizations and offer them consultant services and opportunities to participate in national programs. The Girl Scouts organization will assist the eight selected councils in implementing a "From Dreams to Reality" program and will develop information packets; contact newspapers, magazines, professional journals, and television and radio stations; give periodical press releases; and provide television and radio appearances upon request. Evaluation data will be collected primarily through the use of questionnaires tailored to specific populations and onsite questioning of workshop participants.

CC000252 **$76,264** Elbers

Project BRIDGE.

PROJECT DIRECTOR: Heller, Deborah
ORGANIZATION: Yonkers City School District, N.Y.
ADDRESS: 145 Palmers Road, Yonkers, NY 10701. (914) 963-4567
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 23
CONTRACT: G0078C0025
PROJECT: 554AH80075
FY78-$76,264 01-Aug-78 TO 31-Jul-79
DESCRIPTORS: *Academically Gifted, Career Education, *Internship Programs, Manuals, Models, Program Evaluation, *School Industry Relationship, Secondary Education, *Talented Students

Based in the school districts of Westchester and Yonkers, New York, this project seeks to increase the involvement of business and industry in the secondary education of gifted and talented students and to develop a model program that can be distributed in booklets and replicated by other local education agencies. The major learner objectives are to increase the participants' knowledge of careers and decision-making skills; to increase their self-confidence, especially as related to career planning and employment opportunities; to increase their written and oral communication skills; and to increase their positive work habits. These goals will be accomplished by arranging a series of informal meetings with school administrators and staff, by communicating to the business community the needs of gifted and talented students, by having student meetings to discuss the goals and objectives of the internship program, and by developing an internship program with those in industry serving as both mentors and teachers. Evaluation will be both formative and summative, with pre- and posttests measuring self-concept, career maturity, goal selection, self-appraisal, occupational information, and problem solving ability. Participants, parents, and employers will fill out questionnaires measuring reaction to and evaluation of the program.

CC000253 **$92,600** Newell

A Demonstration: Effecting Incremental Improvement in K-12 Career Education.

PROJECT DIRECTOR: Fitch, Brian
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: G0078C0019
PROJECT: 554AH80590
FY78-$92,600 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Advisory Committees, *Career Education, Case Studies (Education), Conferences, *Demonstration Programs, Inservice Programs, Instructional Materials, Junior High Schools, *Program Development, Program Evaluation, *School Districts

This project seeks to determine how to install and transport an effective district-wide comprehensive career education program after development and field testing have taken place. Nine school districts across the United States will be chosen to participate in this demonstration project. Career education directors and coordinators from the nine districts will meet at the National Center for Research in Vocational Education to develop installation procedures for their respective districts and participate in inservice training for conducting staff development sessions. The project will produce 180 classroom sets of materials for distribution to the school districts. These materials will include the Career Planning System and the Career Exploration Simulations designed for students in grades 7-9 and will be available in EMR versions and versions for Spanish-speaking bilingual students. The participating school districts will convene career education advisory councils, conduct staff development sessions for teachers and administrators, develop installation plans for the following school year, and host career education conferences for education agencies in their geographic areas. After the programs have been implemented, National Center staff will interview school personnel to determine the effectiveness of the installation process. A criterion test containing both affective and cognitive items will be used to determine the effectiveness of staff development sessions to train teachers to use the career education materials. Student posttests administered to both experimental and control groups will determine the effectiveness of the program materials. Two volumes of case studies will be produced. The first volume will describe the installation processes in school districts that have participated in the program before; the second will describe those programs in districts that are participating for the first time.

CC000254 $110,000 Newell

Upper Arlington City Schools Career Education Project.

PROJECT DIRECTOR: Losekamp, Nancy
ORGANIZATION: Upper Arlington Board of Education, Ohio.
ADDRESS: 1950 North Mallway, Upper Arlington, OH 43221. (614) 486-0621
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: G0078C0027
PROJECT: 554AH80185
FY78-$110,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Career Choice, *Career Education, *Career Exploration, Elementary Secondary Education, *Guidance Services, *Information Dissemination, Integrated Curriculum, Preservice Education, Suburban Schools

This project seeks to involve all students in grades K-12 of the Upper Arlington, Ohio, School District in career education and to establish a comprehensive K-16 career education program employing curriculum infusion, guidance oriented strategies, and career education activities. Specific objectives are to further develop the K-12 career guidance dimension, further develop and reinforce career education infusion at the secondary level, and expand school-community collaboration. The five program components are: K-6, motivation; 7-8, orientation; 9-10, exploration; 11-12, career preparation, placement, and follow-up; and 13-16, preservice teacher education and teacher career development. Formative evaluation will focus on the program process; summative evaluation based on student learner outcomes will be conducted by a third party. A major goal of the project this year is dissemination. To that end, a full-time career education coordinator for the elementary schools will develop materials and activities, and a communications specialist will assist in the development of multi-media products.

CC000255 $428,786 Newell

The Northwest Connection: Demonstration of a Multi-State Model for Communicating Career Education Through Peer Interaction.

PROJECT DIRECTOR: McClure, Larry
ORGANIZATION: Northwest Regional Educational Lab., Portland, Oreg.
ADDRESS: 710 S.W. Second Avenue, Portland, OR 97204. (503) 248-6891
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Oregon Congressional District Number 3
CONTRACT: OEC-300-78-0556
PROJECT: RFP-78-70
FY78-$428,786 01-Oct-78 TO 30-Apr-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1978 - April 30, 1980.
DESCRIPTORS: *Career Education, Community Involvement, Consultants, *Educational Planning, Elementary Secondary Education, Guides, Information Dissemination, *Models, *Peer Relationship, Program Evaluation, Regional Programs

The major objectives of this project are to increase the amount of career education activity in individual school buildings in Alaska, Idaho, Montana, Oregon, and Washington by communicating career education practices using the method of peer interaction and to communicate the developed multi-state model and other promising models to state-level and multi-state-level (regional) career education personnel. A cadre of fifty consultants experienced in career education and able to provide direct assistance to others in the five-state area will be chosen on the basis of criteria established by a project steering committee composed of state career education coordinators and practitioners from the five states. This steering committee will work with Northwest Regional Education Laboratory project staff to set overall guidelines and direction for the project. Procedures will be established for school personnel to contact whichever expert they may choose from the cadre of consultants, which will include classroom teachers; counselors; specialists; administrators; a parent; representatives from business, industry, labor, the community, and youth-serving organizations; and others. The evaluation of the multi-state peer assistance model will be conducted by the Education and Work Program evaluation team in two phases. A formative evaluation phase will provide feedback about the processes of development, training, and implementation of the multi-state peer assistance model. A summative evaluation phase will provide evidence concerning the overall effectiveness of the model and its implementation. A quarterly newsletter will disseminate information about the project and highlight regional and national sources of information on career education practices and materials. The Oregon Interinstitutional Consortium on Career Education will assist in conducting a national workshop on communication systems for key state career education and information dissemination persons. A guide will be developed to acquaint persons with the variety of methods that exist for communicating career education material and practices, give data needed to utilize services that exist, and provide material to help users design services.

CC000256 $75,400 Newell

A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program.

PROJECT DIRECTOR: Minnis, David G.
ORGANIZATION: Northwest Tri-County Intermediate Unit, Edinboro, Pa.
ADDRESS: 252 Waterford Street, Edinboro, PA 16412. (814) 734-5610
ORG TYPE: State/Local Education Agency

RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Pennsylvania Congressional District Number 24
CONTRACT: G0078C0028
PROJECT: 554AH80191
FY78-$75,400 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: Basic Skills, *Career Education, Curriculum Development, Elementary Secondary Education, *Information Retrieval, Inservice Teacher Education, Integrated Curriculum, School Community Cooperation
IDENTIFIERS: YEDPA, Youth Employment and Demonstration Projects Act

The school districts participating in this project are Northwestern, Union City, Millcreek, Fort Leboeuf, and Harbor Creek. Specific objectives are to (1) demonstrate the effectiveness of a computer retrieval system in helping eighteen teachers (K-12) individualize and infuse career concepts into academic instruction; (2) improve the reading, math, and career development skills of a sample of thirty-three elementary students through their teachers' utilization of the computer retrieval system; (3) provide career development for thirty-three students of the special populations of the Northwest Tri-County Intermediate Unit Region; (4) increase by ten the number of community and school groups to be introduced to the goals and definitions of career education; (5) demonstrate growth in career decision making and self-concept in a sample of eighteen secondary students after their participation in activities provided by the Youth Employment Demonstration Project and the career education project; (6) demonstrate increased cooperation with and utilization of community resources; and (7) continue the development of a K-12 comprehensive system-wide plan to incrementally implement career education in one district. Project activities will focus on curriculum revision. They will include inservice sessions for secondary teachers and counselors, the formation of a task force of teachers and counselors whose primary purposes will be to assist with inservice programs for other teachers and with the dissemination of information, presentations to community and parent groups, and the production of a newsletter and descriptive brochure. A third-party evaluation will be conducted.

CC000257 **$90,000** **Newell**

Women's Access to Non-Traditional Careers.

PROJECT DIRECTOR: Caughman, Alison Y.
ORGANIZATION: Trident Technical Coll., Charleston, S.C.
ADDRESS: P.O. Box 10367, Charleston, SC 29411. (803) 572-6160
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: South Carolina Congressional District Number 1
CONTRACT: G0078C0017
PROJECT: 554AH80525
FY78-$90,000 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: *Career Exploration, *Engineering Technology, *Experiential Learning, *Outreach Programs, Post Secondary Education, Secondary Education, *Trade and Industrial Education, *Womens Education
IDENTIFIERS: Nontraditional Occupations

The objectives of this project are to introduce at least 100 women in the three counties served by Trident Technical College to nontraditional career options in the engineering and industrial technologies by completing a course with hands-on experience to fifteen different fields, and to introduce at least fifty high school girls in the three counties served by the college to nontraditional career options in engineering technology by completing a course with hands-on experience to six different fields. A public awareness campaign, using media spots, brochures, posters, a film, and a slide/tape show, will be mounted to inform the citizens of Berkeley, Charleston, and Dorchester counties of the many nontraditional career options now open to women. The project director and counselor will visit thirty-five area high schools, make presentations at each, and make presentations for local community groups. The career exploration course which will be offered to women will deal with nontraditional careers in electronics, electricity, drafting, welding, power mechanics, machine tools, refrigeration, and a variety of engineering technologies. The course, Careers in Engineering Technology, which will be offered to high school girls, will highlight architectural, chemical, civil, electrical, electronics, and mechanical engineering technologies. If appropriate, the individuals participating in the courses will be counseled to enroll in a nontraditional curriculum suitable to their individual talents and interests. Enrollment records will be kept on the individuals who begin the courses, and a pre- and post-attitudinal survey will be developed and administered to the two groups.

CC000258 **$90,000** **Elbers**

A College-Wide Team Approach to Providing Career Education Training.

PROJECT DIRECTOR: Banta, Trudy
ORGANIZATION: Tennessee Univ., Knoxville. Coll. of Education.
ADDRESS: 212 Claxton Education Bldg., Knoxville, TN 37916. (615) 974-4165
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Tennessee Congressional District Number 2
CONTRACT: G0078C0035
PROJECT: 554AH80481
FY78-$90,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Career Education, Counselors, *Educational Planning, Elementary Secondary Education, Evaluation, *Inservice Programs, Inservice Teacher Education, Principals, Summer Workshops

This project seeks to provide a model university-based multi-discipline career education training program for school-based teams of principals, counselors, and teachers from Tennessee. A team of seven professors representing six units of the College of Education, University of Tennessee, Knoxville, will (1) present a three-week summer workshop at UTK for teams of professionals from Tennessee public schools, (2) notify other teacher preparation institutions throughout the state about the workshop, (3) supply those institutions with materials and references collected for the workshop, and (4) assist each school-based team to develop and implement a local plan for career education. The workshop is designed for twenty-seven teams of four inservice professionals – two teachers, one counselor, and a principal – working at grade levels K-12. As a result of the workshop experience, each participant will be able to develop a plan for implementing career education, write an acceptable definition of career education, identify major historical events in the history of career education, identify appropriate community resource personnel and engage them in career education activities, and develop a plan to enable students to interact with personnel in the world of work. Additional goals have been identified for each of the three participant groups. A third party evaluator will observe the summer workshop and interview both workshop participants and professors on the career education team. Questionnaires will be administered which measure participants' attitudes toward career education and their reactions to the workshop.

CC000259 $249,021 Newell

KHAN-DU! Success Model Through Television for the Career Education of Handicapped Children, Part II.

PROJECT DIRECTOR: Cravens, Roy
ORGANIZATION: Southwest Texas Public Broadcasting Council, Austin.
ADDRESS: KLRN-TV, P.O. Box 7158, Austin, TX 78712. (512) 471-4811
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Texas Congressional District Number 10
GRANT: G007804734
PROJECT: 554AH80018
FY78-$249,021 01-Oct-78 TO 30-Sep-79
DESCRIPTORS: *Childrens Television, Community Involvement, *Demonstration Programs, Educational Resources, *Educational Television, Elementary School Students, *Handicapped Children, Information Dissemination, *Role Models
IDENTIFIERS: Project Khan Du

In the continuing project KHAN-DU!, station KLRN-TV seeks to (1) develop a positive self-image for handicapped children by televising positive vocational role models; (2) help parents, teachers, and peers see the potential that handicapped children have for living full and satisfying lives and for succeeding in the world of work; (3) establish a model program, using the principle of collaboration among schools, business groups, and community organizations; and (4) design and implement a national dissemination effort for all components of the project. These objectives will be met through the production of four half-hour television programs showing successful handicapped role models in a variety of work settings and daily living situations. A hero-character, reminiscent of television's popular Kung Fu, will serve as an inspiration for handicapped children. Learning resource guides are being prepared for use in the classroom, at home, or by community organizations to increase the utilization of the programs, which will be broadcast over the educational television station in the Austin-San Antonio area and disseminated through media libraries, regional education service centers, and state offices of career education. Captioned video cassettes will be available for broadcast nationwide, as well as for use by organizations, schools, and training programs. A teacher training module will be developed to accompany the promotional packet. Evaluation emphasis will be on testing the programs' effects on both handicapped children and their peers. The effects of television and printed materials on handicapped children's self-concepts and perceptions of the world of work will be measured, and other children's changes in awareness and attitudes toward disabled peers will be determined. Both children and adults will be asked for their opinions of the programs and printed materials. Students will be tested on attitudes, beliefs, and intentions that relate to self-concept and the children's relationships to the job world. Testing of both experimental and control groups in the KLRN broadcast area and in two other parts of the country will be done before and after exposure to Khan Du materials in a classroom setting.

CC000260 $63,774 Newell

Expanding Career Awareness of Pre-School and Elementary School Children.

PROJECT DIRECTOR: Riley, Pamela J.
ORGANIZATION: Utah State Univ., Logan. Dept. of Sociology.
ADDRESS: Logan, UT 84322. (801) 752-4100, Ext. 7662
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Utah Congressional District Number 1
CONTRACT: G0078C0029
PROJECT: 554AH80252
FY78-$63,774 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: Aspiration, *Career Awareness, Career Education, *Childrens Games, Elementary Education, Interaction, Observation, Preschool Education, *Sex Stereotypes, Teacher Attitudes, *Teaching Guides, *Toys

This project is designed to facilitate career education, especially for women. The major objective of the project is to develop toys, materials, and teaching modules that expand career education and career option awareness. This objective will be realized by (1) developing specific toys and games which depict males in nontraditional careers, (2) developing teaching modules to be used in conjunction with nonsexist toys and games, and (3) observing the teaching influence and peer pressure during the interaction of the children with the materials. The target population consists of sixty preschool, 100 second grade, and 100 fourth grade children. Aspirational tests will be developed and administered to children, and attitudinal tests will be selected and administered to teachers involved in the project. The data from these tests will be computer analyzed. The nonsexist toys will be evaluated on the basis of their utility, teachers will be interviewed to determine the usefulness of the teaching modules, and audio-observation of teacher influence and peer pressure will be recorded during the interaction of the children with the toys and modules. Pre- and posttesting will be used, as well as several control and experimental classes at each grade level. The teaching modules will be prepared for dissemination to potential commercial outlets.

CC000261 $58,000 Newell

Comprehensive Career Education Program.

PROJECT DIRECTOR: Colton, Colleen
ORGANIZATION: Uintah School District, Vernal, Utah.
ADDRESS: 635 West 200 North, Vernal, UT 84078. (801) 789-0020
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Utah Congressional District Number 1
CONTRACT: G0078C0026
PROJECT: 554AH80131
FY78-$58,000 01-Aug-78 TO 31-Jul-79
DESCRIPTORS: Career Awareness, *Career Education, Career Exploration, *Community Involvement, Elementary Secondary Education, Instructional Materials, Needs Assessment, *Program Development, Program Evaluation, Resource Centers, Work Experience

This project seeks to develop and implement a comprehensive career education-community involvement curriculum model for grades K-12. The model will allow students to acquire fundamental concepts in career awareness in elementary school, to participate in career exploration and preparation activities in the secondary schools, and to begin to implement their career choices in on-the-job training programs. Indian career education materials and home-school portable career education packets will be developed. Procedures are to (1) conduct a needs assessment of students, teachers, and parents; (2) develop a comprehensive career education curriculum outline with behavioral objectives for each area, grades K-12; (3) establish career education resource centers at each participating school and purchase a mobile unit for all district elementary schools; (4) acquaint parents and the business community with the project so that resource files will be developed; (5) develop an inservice training program for staff; (6) implement junior high school career exploration classes; and (7) develop home-school portable career packets. Evaluation will use a pretest, posttest, criterion-referenced format, supervised by an external evaluation team of career education experts. There will be equal emphasis on both product and process evaluation. Student learning will be measured by the pre- and posttests, and the quality of the program will be monitored by the external evaluation team.

CC000262 $110,000 Elbers

Integrating Parents, the Community, Higher Education and the School to Develop a Teacher Training Model to Implement Career Education.

PROJECT DIRECTOR: Lecours, Lawrence E.; Wilson, Barbara-Jan
ORGANIZATION: South Burlington School District, Vt.
ADDRESS: 550 Dorset Street, South Burlington, VT 05401. (802) 864-7389
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Vermont Congressional District Number 1
CONTRACT: G0078C0034
PROJECT: 554AH80425
FY78-$110,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Career Education, Elementary Secondary Education, Integrated Curriculum, Models, *Parent Participation, Program Evaluation, Resource Centers, *Rural Schools, *School Community Cooperation, *School Industry Relationship, Teacher Workshops

The goal of this project is to develop a demonstration model that trains school personnel to infuse career education into the curriculum – a process which involves the entire community: parents, higher education, labor, industry, business, area craftspersons, and performing artists. Twenty-one core teachers and the project staff will assist the South Burlington faculty to (1) conclude that career planning is a lifelong process and should begin at an early age, (2) use materials and develop activities that infuse career education in existing curricula, (3) become acquainted with community resources and the ways to utilize them, and (4) relate school experiences to the goals of career education and to career options. Parents, interested community members, and business and college representatives will support the career education program by identifying skills and talents which they have and are willing to share with students and teachers, by inviting the project staff and faculty to share career education concepts at their homes, places of business, or classrooms, and by recognizing that sex does not preclude occupational choice. Procedures will include a summer workshop to introduce the twenty-one core teachers to career education; meetings in parents' homes to help parents become active facilitators of the career education process; meetings with representatives from business, industry, labor, public service, and the arts and crafts; and establishment of a teacher resource center and five individual "Career Education Interest Corners." The project will be evaluated by the participants and by a third-party evaluator. Materials engendered by the project will be made available to all interested parties.

CC000263 $75,000 Newell

Refinement, Demonstration, and Application of Experience-Based Career Education for Secondary Handicapped Students.

PROJECT DIRECTOR: Sigmond, Mary
ORGANIZATION: Arlington Public Schools, Va.
ADDRESS: Arlington Career Center, 1426 N. Quincy Street, Arlington, VA 22207. (703) 892-4884
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Virginia Congressional District Number 10
GRANT: G007802164
PROJECT: 554AH80533
FY78-$75,000 01-Aug-78 TO 31-Jul-79
DESCRIPTORS: *Career Education, Educational Alternatives, *Handicapped Students, Individualized Programs, Secondary Education, Technical Assistance, Work Experience Programs, Workshops
IDENTIFIERS: *Experience Based Career Education

In a demonstration center established to apply and refine a locally-adapted version of experience-based career education (EBCE), this project will serve a total of thirty handicapped secondary students (grades 10-12) during school year 1978-79. Through a training workshop and follow-up technical assistance, the project will provide opportunities for a minimum of three local school divisions in Virginia to receive technical training and assistance in adapting the local EBCE model as an alternative program to meet the career education needs of handicapped secondary students. Activities will include (1) identifying and recruiting fifteen student participants for each school semester; (2) having the students participate at experience sites three days a week and formal classes at a school facility two days a week; (3) adapting for each student Individualized Education Programs (IEPs) in occupational knowledge, consumer economics, government and law, and community resources and health; (4) evaluating student learner outcomes on the criteria and methods specified by the IEPs and as refined by project activities; (5) developing sixty experience sites including private, federal, state, and local organizations; and (6) presenting the EBCE model to every local school district in Virginia through an outreach training workshop to be held at a central location. Evaluation methods to assess student achievement will include pretests and posttests, observations, interviews, and questionnaires. The training workshop will be evaluated on the basis of stated outcome objectives and by assessing staff effort and performance.

CC000264 $75,967 Elbers

The Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education.

PROJECT DIRECTOR: Johnson, Carole M.
ORGANIZATION: Council for Exceptional Children, Reston, Va.
ADDRESS: 1920 Association Drive, Reston, VA 22091. (703) 620-3660
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Virginia Congressional District Number 10
CONTRACT: G0078C0006
PROJECT: 554AH80016
FY78-$75,967 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Autoinstructional Aids, *Career Education, *Exceptional Child Education, Information Dissemination, Learning Modules, *Program Development, Staff Improvement, *Teacher Education, Workshops

This project will develop a self-instructional training module to enable regular and special educators to develop or increase their knowledge about career education and its application to exceptional students, increase the educators' awareness of the value of appropriate career education for exceptional students, and develop or increase the educators' skills to conduct appropriate career education for exceptional students. A literature review will be conducted to identify existing training materials for use by educators of exceptional children and identify current personnel preparation needs in the area of career education for exceptional children. The training module will contain an audio cassette, filmstrip, and handbook to prepare regular and special education teachers to conduct career education programs. These materials will include learner objectives, instructional guidelines, sample activities, additional materials available, and instructional formats for presenting a one and one-half day workshop for educators. The training module will be field tested and evaluated through three two-day workshops for regular and special educators. Throughout the project, a working advisory committee will contribute to the module development through careful review and evaluation of materials and training procedures. Dissemination of the training module will be provided through the extensive network of publications, training sessions, conferences, and information dissemination programs operated by the Council for Exceptional Children. Specific promotional designs will also be developed and implemented to disseminate project information and products to regular educators.

CC000265 $98,649 Elbers

A Proposal to Retrain Special Educators in Career Education.

PROJECT DIRECTOR: McCoffrey, Mary
ORGANIZATION: Council for Exceptional Children, Reston, Va.
ADDRESS: 1920 Association Drive, Reston, VA 22091. (703) 620-3660
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Virginia Congressional District Number 10
CONTRACT: 300780410
PROJECT: RFP-78-115
FY78-$98,649 01-Oct-78 TO 30-Nov-79
DESCRIPTORS: *Career Education, *Exceptional Child Education, Integrated Curriculum, *National Organizations, Needs Assessment, Professional Training, *Teaching Guides

The purpose of this project is to provide timely, accurate, and responsive information and training to special educators and others about the necessity and techniques for infusing career education into the educational programs for all exceptional children through the existing communication, training, product development, and dissemination capability of the Council for Exceptional Children (CEC). Major objectives are to (1) establish an advisory committee to provide continuous assistance to the project which represents various organizational elements of CEC; (2) develop an operational plan for meeting the career education needs of the teachers based on the results of a needs assessment of a sample of 5,000 members and a review of the literature dealing with career education and the education of exceptional children; (3) provide a teacher's handbook for special educators; (4) produce three monographs and four newsletters regarding the role that members of CEC should play with regard to career education, alternative strategies and methods, and practices and strategies for infusing career education in education programs; and (5) conduct two regional training sessions for CEC members and interested others regarding career education and the education of exceptional children. Survey and interview instruments will be used to collect data for the production of project deliverables. An evaluation report will be prepared that will include a summary of the national needs assessment and a summary of site visits to model programs.

CC000266 $91,500 Elbers

An Art Education Field Proposal for the Development and Dissemination of Career Education Concepts in the Visual Arts.

PROJECT DIRECTOR: Dorn, Charles M.
ORGANIZATION: National Art Education Association, Washington, D.C.
ADDRESS: 1916 Association Drive, Reston, VA 22091. (317) 494-8702
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Virginia Congressional District Number 10
CONTRACT: 300780411
PROJECT: RFP-78-115
FY78-$91,500 01-Oct-78 TO 30-Nov-79
DESCRIPTORS: *Art Education, *Career Education, Clearinghouses, Conferences, Information Centers, *Information Dissemination, *Inservice Education, *Professional Associations, *Visual Arts

This project seeks to communicate visual arts career education models to art teacher leadership personnel in the National Art Education Association (NAEA) network of state affiliates and to develop art teacher career education retraining models for the professional programs of the fifty NAEA affiliated state art education associations. In preparation for this, the NAEA will survey a random sample of its 8,000 members to determine art teachers' awareness of (1) the application of career education to art teaching; (2) art skills which are applicable to career education; (3) the goals of career education; (4) relationships between art teaching and the world of work; (5) resources for valid career education practices applicable to art teaching; and (6) the need for assistance in finding new materials and modes for art career education. The project will conduct four regional three-day conferences involving 200 representatives of the fifty affiliated associations who will become familiar with selected literature in art career education, hear nationally prominent speakers in career education and art, view and participate in art career education demonstration activities, and prepare materials useful to their state associations in implementing art career education. The NAEA will establish an information clearinghouse to provide bibliographies and information on art career education which will be published in the "NAEA Newsletter." An "Art Career Education Handbook" will report institute proceedings, art career education curriculum strategies, and model art career education programs. NAEA will also prepare for distribution three art career education monographs and four reports on the project activities.

CC000267 $99,678 Elbers

Retraining Business Teachers to More Effectively Engage in the Development and Dissemination of Career Education Concepts in Business Education.

PROJECT DIRECTOR: Calhoun, C. C.
ORGANIZATION: National Business Education Association, Reston, Va.
ADDRESS: 1906 Association Drive, Reston, VA 22091. (404) 542-3132
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Virginia Congressional District Number 10
CONTRACT: 300780414
PROJECT: RFP-78-115
FY78-$99,678 01-Oct-78 TO 30-Nov-79
DESCRIPTORS: *Business Education Teachers, *Career Education, Clearinghouses, *Educational Strategies, Inservice Teacher Education, Literature Reviews, Manuals, *Professional Associations, Publications, Resource Materials, Surveys

The objectives of this project are to help members of the National Business Education Association (NBEA) understand the need for career education reforms and the importance of these reforms to the teaching of business, and to provide members with assistance in implementing reforms in their classroom teaching. Seven activities will be conducted in support of these objectives. First, a national task force will be established within the association to guide the project and provide advice on ways to assist the membership to understand career education concepts and their application to the teaching of business. Second, a survey of the membership will be conducted to determine the extent to which there is an understanding of career education concepts and the implication of these concepts for teaching business education. Third, a plan for meeting the needs of the membership will be developed, based on information gained from the survey and review of literature, and implemented, including the establishment of a clearinghouse of information. Fourth, training sessions for the membership will be conducted at national and regional conventions in career education practices and methods as they relate to the teaching of business. Fifth, a classroom teacher's handbook will be prepared containing the rationale, need, and concepts of career education; the relevance of career education in the business classroom; specific skills and career options provided students through the business field; examples of exemplary methods and practices for infusing career education concepts into the teaching of business; and an annotated bibliography and other resources related to career and business education. Sixth, three monographs will be prepared dealing with the role and direction in which NBEA members should be moving in career education; the strategies, methods, and practices best suited for infusing career education into the teaching of business; and ways to increase communication between the professional working world of business and business education. Seventh, four newsletters will be prepared and mailed to the association membership at three-month intervals. The National Task Force on career education will evaluate the effectiveness of project outcomes.

CC000268 $100,000 Elbers

Career Education in the Community: A Demonstration Project.

PROJECT DIRECTOR: Furbish, Dale
ORGANIZATION: Virginia Western Community Coll., Roanoke,
ADDRESS: 3095 Colonial Avenue, S.W., Roanoke, VA 24015. (703) 982-7371
ORG TYPE: College/University
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Virginia Congressional District Number 6
GRANT: G007802024
PROJECT: 554AH80571
FY78-$100,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: •Career Education, Community Colleges, Conferences, •Cooperative Education, Cooperative Planning, •Information Dissemination, •Inservice Programs, Integrated Curriculum, Occupational Choice, Post Secondary Education, School Surveys, Secondary Education

In this program for students in grades 10-14 and adults, the major objectives are to (1) increase administrative and faculty knowledge about career education and incorporate career education activities into academic courses; (2) increase student certainty about occupational and educational decisions; (3) increase student participation in occupationally oriented programs such as cooperative education; (4) increase local residents' knowledge about occupations and career options; and (5) have employers, high schools, and post-secondary institutions of the Roanoke area collaborate on career education activities. Virginia Western Community College (VWCC) will conduct inservice workshops emphasizing the goals of career education and techniques for infusing it into the curriculum and will emphasize career considerations in academic courses, special seminars, and supportive programs to help students learn about themselves and work. The project will use the Career Center in recruitment efforts to enroll students in cooperative education and will use mobile displays, radio programming over the VWCC station, seminars, and no-cost, individual career counseling to expose nonstudents to occupational information and career material. The project will make surveys and assessments of faculty and student knowledge, attitudes, and skills before and after the project using both locally designed and standardized instruments. It will monitor student and nonstudent participation in programs and activities, as well as in implementation of the computerized occupational and educational information system and other shared resources, and will use locally designed instruments to evaluate the seminars. A conference for representatives from all of Virginia's twenty-three colleges will be held focusing on useful career education approaches operational in the various settings. The final evaluation will be disseminated to all state coordinators of career education and submitted to ERIC.

CC000269 $207,934 Newell

Mini-Conferences for State and Local Career Education Coordinators.

PROJECT DIRECTOR: Fletcher, Brady
ORGANIZATION: InterAmerica Research Associates, Washington, D.C.
ADDRESS: 1500 Wilson Boulevard, Suite 800, Rosslyn, VA 22209. (703) 522-0870
ORG TYPE: Profit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Virginia Congressional District Number 10
CONTRACT: 300780287
PROJECT: RFP-78-8A
FY78-$207,934 18-Jul-78 TO 15-Jul-79
DESCRIPTORS: •Career Education, •Conferences, •Coordinators, Educational Problems, Information Services, •Regional Planning, •Regional Programs, •Statewide Planning

Project goals are to allow state and territorial career education coordinators to share their efforts on implementing career education state-wide and to advise the Office of Career Education on supporting national implementation of career education, and to allow selected local career education coordinators to share their efforts and problems and advise the Office of Career Education. The project will sponsor five two-day mini-conferences for state career education coordinators, one in each of the five regions, and a series of fifteen two-day mini-conferences for 180 selected local career education coordinators. An informal evaluation of the goals set by the Office of Career Education and the participants will be conducted after each conference. The project will prepare a final document from the data and information resulting from both sets of conferences.

CC000270 $80,018 Elbers

Training a Cadre of 50 Rural Educators to Conduct Career Education In-Service.

PROJECT DIRECTOR: Griffith, Bernadette
ORGANIZATION: Cashmere School District 222, Wash. Career Education Div.
ADDRESS: 210 South Division, Cashmere, WA 98815. (509) 782-1950
ORG TYPE: State/Local Education Agency
GEOGRAPHIC LOCATION: Washington Congressional District Number 4
CONTRACT: G0078C0090
PROJECT: 554AH80035
FY78-$80,018 01-Sep-78 TO 31-Aug-79
DESCRIPTORS: •Career Education, Curriculum Evaluation, •Inservice Programs, •Learning Modules, •Rural Schools, •Teacher Education, •Teacher Workshops

The purpose of this project is to improve the skills of rural educators in planning and conducting career education inservice programs for large numbers of teachers, administrators, and members of the community. It will train them to use nine training modules emphasizing the following areas: (1) interaction and involvement between the world of education and the world of work; (2)

administrative support; (3) curriculum writing; (4) recognizing and eliminating stereotyping; (5) organizing a media/resource center; (6) games, bulletin boards, and teacher-made materials; (7) development of a comprehensive program; (8) evaluation techniques and materials; and (9) planning and conducting inservice workshops. The project will plan and conduct four ten-day workshops for at least fifty rural educators. All audiovisual materials presented will be easily obtainable for participants to use in their inservice instruction. Workshop participants will conduct inservice programs in their respective geographic areas and evaluate the training modules and their training, and project personnel will revise the training module materials accordingly and prepare final drafts of the modules to distribute to the participants, the Office of Career Education, the Office of Education, and all state career education coordinators. A third-party evaluator will advise and monitor the evaluation activities, which will focus on the workshop sessions and the training modules.

CC000271 $75,000 Elbers

Wisconsin Inservice Training for the Implementation of Local Plans for Career Education.

PROJECT DIRECTOR: Meyer, Robert S.
ORGANIZATION: Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
ADDRESS: 126 Langdon Street, Madison, WI 53702. (608) 266-8837
ORG TYPE: State/Local Education Agency
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Wisconsin Congressional District Number 2
CONTRACT: G0078C0079
PROJECT: 554AH80570
FY78-$75,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: •Career Education, Elementary Secondary Education, Evaluation, Guidelines, Information Dissemination, •Inservice Programs, Models, Professional Training, •Program Planning, •School Districts

The objectives of this project are to develop local plans for career education in five Wisconsin cities: Cuba City, Grafton, Goodman, Superior, and Twin Lakes. Project staff will train school and community personnel so they can implement their own plans for career education. This training will include the dissemination and implementation of the guidelines for local development contained in the state plan for career education, as well as the dissemination and implementation of the training models developed in the Wisconsin Consortium Project for K-12 administrators, staff, and community personnel. Secondary objectives are to further evaluate the guidelines for the development of local plans for career education, to further analyze the effectiveness and transportability of the above training models, and to disseminate these refined guidelines and training models throughout the state and to other state coordinators in the form of a composite career education inservice training package. Third-party evaluation will help project staff determine the degree to which program objectives are met. In September and October, a survey of staff in the five new sites will be conducted to determine their entry level status. In December and January the five local plans developed will be evaluated, and during the winter and spring, the accomplishments of the second semester inservice activities will be evaluated. Evaluation of competencies acquired through inservice activities will be done in April and May through needs assessment results, onsite visits, identification of prior activities and programs, analysis of plans for next year, analysis of local education agency plans, and post assessment of staff opinions and priorities.

CC000272 $138,483 Elbers

Career Education Project.

PROJECT DIRECTOR: Ledbetter, Ted
ORGANIZATION: Island Resources Foundation, Saint Thomas, V.I.
ADDRESS: P.O. Box 4187, St. Thomas, VI 00801. (809) 775-3225
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Office of Career Education (DHEW/OE), Washington, D.C.
GEOGRAPHIC LOCATION: Virgin Islands
GRANT: G007802035
PROJECT: 554AH80639
FY78-$138,483 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: •Career Choice, Career Education, •Career Planning, Community Involvement, •Documentaries, •Junior High School Students, Program Evaluation, Questionnaires, Surveys, Teaching Guides, •Television, Video Cassette Systems

This project will produce twelve half-hour television documentaries, filmed in the Virgin Islands, on broad occupational fields. Each program will be broadcast twice a week in two twelve-week cycles. It is expected that these programs will assist junior high school students to (1) identify key facts in making a career choice, (2) objectively analyze personal abilities as they relate to career choices, (3) recognize the necessity of training and education for careers, and (4) rationally plan a career based on factual information and a personal assessment of skills and interests. Project staff will work with a preselected target audience of junior high school students who will serve as the evaluation group. Local community groups will serve as sources of additional information as well as a pool of resource people to meet and work with students. Evaluation methods will include a telephone survey of 200 television viewers to determine audience size, primary and secondary reach, and content-transfer effectiveness; project-developed questionnaires for teachers and staff; and pre- and post-testing of the target group. Interviews with members of community groups will determine audience response for additional information, resource people, and field trips. The set of twelve video cassettes, promotional material, and a teacher's guide will be available.

CC000273 $37,198 Stump

The Impact of Experience in Previous Occupations on a Person's Current Occupation.

PROJECT DIRECTOR: Angle, John
ORGANIZATION: Arizona Univ., Tucson. Dept. of Sociology.
ADDRESS: Tucson, AZ 85721. (602) 626-3531
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Arizona Congressional District Number 2
GRANT: NIE-G-78-0006
FY78-$37,198 01-Jan-78 TO 31-Dec-78
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: January 1978 - January 1980.
DESCRIPTORS: Career Ladders, *Data Analysis, *Employment Experience, Entry Workers, Individual Characteristics, *Occupational Choice, Occupational Mobility, *Prediction, Predictor Variables, *Young Adults

This research project will estimate the impact of experience in particular kinds of occupations on the nature of future occupations for young adults in the U.S. labor force and then use these estimates to predict the most likely careers of young people entering the typically available occupations open to people of their educational and skill levels. Data for this research will be taken from surveys of a sample of the U.S. population aged fifteen to twenty-four in 1966, 5,000 young men and 5,000 young women of whom were interviewed by the Center for Human Resource Research at the Ohio State University in cooperation with the U.S. Bureau of the Census and who have been reinterviewed at regular intervals since. The central task of the project is to estimate the parameters of a set of equations in which current occupational characteristics are predicted from (1) background social statuses, (2) demographic characteristics, (3) education, (4) vocational training, (5) length of time in current occupation, and (6) amount of experience in occupations of a particular type, as well as certain interaction terms. This research will help vocational guidance counselors to identify entry occupations which will maximize the earnings and occupational prestige of a young person with a given set of social characteristics and educational and vocational preparation. Predictions could be made for about ten years into the future, i.e., career ladders could be identified. Entry occupations which do not lead to higher earnings or prestige–career dead ends–could also be identified.

CC000274 $224,086 Rosenfeld

Descriptive Study of the Distribution of Federal, State, and Local Vocational Education Funds.

PROJECT DIRECTOR: Hoachlander, E. Gareth
ORGANIZATION: California Univ., Berkeley. School of Education.
ADDRESS: Berkeley, CA 94720. (415) 642-6632
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 8
CONTRACT: 400-78-0039
FY78-$224,086 30-Sep-78 TO 31-Aug-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: September 30, 1978 - September 30, 1981.
DESCRIPTORS: *Cost Effectiveness, Data Analysis, Delivery Systems, Educational Finance, Federal Aid, *Financial Policy, *Financial Support, National Surveys, *Resource Allocations, State Aid, *State Federal Aid, Vocational Education

The purpose of this study is to provide an objective and authoritative account of the ways in which federal, state, and local funds are distributed among and utilized by vocational programs and the extent to which combined expenditures from all three levels of government contribute to realizing the purposes of federal policy. The three major phases of this study are (1) the consolidation of valid, existent vocational education descriptive data into a single, computerized file; (2) an analysis of states' distribution policies for federal, state, and local matching funds based on information available for state education agencies; and (3) a description of the distribution and utilization of vocational education dollars by institutions, based on a national sample. In Phase I, the study will examine state and federal data sets pertaining to vocational education resources, and a data file of the most reliable elements will be developed. Phase II will examine the policies states establish to allocate federal and matching state funds, the priorities that are assigned to distribution of the funds, and the process by which funds are allocated. The scope of work will include a summary of the level funding and the formulae and decision rules by which funds are allocated in each state; a critical analysis of state plans, accountability reports, and evaluations as they affect resource distribution; an analysis of states' reported distributions to local educational agencies; and an analysis of the organizations and formal and informal processes in each state through which resource distribution decisions are made. The third phase of the project will examine the distribution of funds at the institutional level. The project will conduct a survey of selected sample sites in each state that represent a broad range of demographic and socio economic characteristics. Information gained from this survey and the previous project studies will be used to examine distribution of resources as a function of services, occupations, target populations, enrollments, and governmental levels.

CC000275 $100,499 Pruitt

Early Adolescents at Work: Effects of Part-time Employment.

PROJECT DIRECTOR: Greenberger, Ellen
ORGANIZATION: California Univ., Irvine.
ADDRESS: Irvine CA 92717. (714) 833-6094
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 36
GRANT: NIE-G-78-0191
FY78-$100,499 15-Sep-78 TO 14-Sep-79
DESCRIPTORS: Academic Achievement, *Adolescents, *Data Analysis, Individual Development, Occupational Aspiration, Part Time Jobs, School Surveys, Work Attitudes, Work Environment, *Work Experience

The objectives of this project are to provide in-depth descriptive information on the nature of a number of model adolescent work settings and to relate information regarding the actual work environments and specific work experiences of early adolescents to types of literacy affected by working: school performance, psychosocial and interpersonal development, occupational attitudes and aspirations, and economic power. Standardized job classification systems and on-the-job observations will be used to measure work status, job type, job dimensions, and job events. The major dependent variables encompassing literacy, school performance, psychosocial and interpersonal development, and occupational attitudes and aspirations will be assessed through questionnaires and intensive interviews. The design of the proposed investigation includes cross-sectional and longitudinal components. Working and nonworking youths will be compared along each of the dependent measures; and within the group of working youths, a comparison of adolescents holding different types of jobs will be made. Additionally, associations between various aspects of the work experience and the dependent measures will be examined. The original sample of nonworking youths will be followed over a one-year period to explore more fully relations between changes in work status and work experiences and changes in literacy, school performance, psychosocial maturity and interpersonal relations, occupational attitudes and aspirations, and economic power.

CC000276 $669,995 Lesnick

Evaluation of the Replication and Field Test of the Career Intern Program.

PROJECT DIRECTOR: Tallmadge, G. Kasten
ORGANIZATION: RMC Research Corp., Mountain View, Calif.
ADDRESS: 2570 West El Camino Real, Mt. View, CA 94040. (415) 941-9550
ORG TYPE: Profit
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 12
CONTRACT: 400-78-0021
FY78-$669,995 03-Apr-78 TO 02-Apr-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: April 3, 1978 - April 2, 1980.
DESCRIPTORS: Cost Effectiveness, Follow Up Studies, *Internship Programs, *Program Evaluation

The purpose of this project is to evaluate the replication and field test of the Career Intern Program (CIP). The first task will include analyzing the processes and criteria used in selecting the four replication sites in Seattle, Detroit, New York, and Hudson Valley (Poughkeepsie); assessing the staffing, training, and other start-up activities; evaluating the operation of each of the four programs; and analyzing the problems encountered to identify the causes and prescribe preventative measures that might be used in further replications. The second task will involve assessing the impact of the CIP by evaluating the benefits that interns derive from participating in the program. Control and treatment groups will be evaluated on academic achievement in reading and mathematics, self-concept, and career awareness and locus of control (the extent to which individuals feel they are in control of their lives). The number of students who graduate from high school, obtain meaningful employment, and enter postsecondary education programs will be determined for each group through follow-up studies. As part of the third task, the project will determine the cause-effect relationships that exist between various features of the programs and the effect the program has made on the participating youth. Interviews will be conducted with interns, their parents, program staff, and community resource persons. Classroom observations, participant observation, and other ethnographic techniques will be used to analyze program dynamics. The final task of the project will be to compare CIP to other programs having similar objectives and serving similar target groups. This task will focus on the student outcomes and per-pupil costs.

CC000277 $322,000 Bucknam

EBCE: Dissemination and Knowledge Building.

PROJECT DIRECTOR: Rusteika, G.
ORGANIZATION: Far West Lab. for Educational Research and Development, San Francisco, Calif.
ADDRESS: 1855 Folsom Street, San Francisco, CA 94103. (415) 565-3127
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C., Teaching and Learning/Home, Community and Work.
GEOGRAPHIC LOCATION: California Congressional District Number 6
GRANT: OB-NIE-G-78-0203, Part 11
FY78-$322,000 01-Jun-78 TO 30-Nov-79
NOTE: Total project dollars do not reflect projected monies for continuing years.
DESCRIPTORS: *Career Education, Career Exploration, Community Involvement, Educational Alternatives, *Program Development, Secondary Education, *Technical Assistance
IDENTIFIERS: *Experience Based Career Education

The purpose of this project is to provide technical assistance to state agencies and local school districts in their efforts to integrate into the regular curriculum experience-based career education (EBCE) programs that match student academic and career interest needs with community opportunities for exploration. EBCE is designed to be an academically-oriented, community-based individualized career exploration program used to bridge the gap between school and community and between study and experience through programmatic emphases in basic skills, life skills compentencies, and academically-focused and varied career exploration. EBCE is designed to serve a cross section of students ranging from seventh grade through adults; the largest target group currently is senior high school students. All students are volunteers, and efforts are made, except in those cases where the program is targeted at special needs, to recruit the broadest range of students possible.

CC000278 **$121,654** **Muraskin**

Work Values.

PROJECT DIRECTOR: Peterson, Bob
ORGANIZATION: Far West Lab. for Educational Research and Development, San Francisco, Calif.
ADDRESS: 1855 Folsom Street, San Francisco, CA 94103. (415) 565-3125
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 6
GRANT: NIE-G-78-0203
FY78-$121,654 01-Dec-77 TO 30-Nov-78
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: December 1, 1977 - November 30, 1980.
DESCRIPTORS: Career Education, *Educational Development, Surveys, *Values, Vocational Education, *Work Attitudes

Based upon the assumption that work-related values taught by educators help determine adult attitudes and job satisfaction, this project seeks to identify, understand, and assist education efforts to teach about work. Questions addressed by this study will include determining if there is a significant role for schools in the development of work values; if there is a usable base of knowledge about work to support substantive education practices; and what additional steps are needed to enable schools to assume positive roles. Four tasks included in this project are a review and systematic analysis of major issues and trends in the nature of work and work attitudes; a survey of groups whose values are important factors in defining educational objectives and teaching about work; an assessment of the relative importance of education in relation to other factors in affecting youth attitudes about work; and consultation with experts from a variety of fields to develop recommendations for career education, vocational education, and other work-related education programs.

CC000279 **$76,587** **Stump**

Occupational Mobility and Transferable Skills: An Analysis of Differences Among Occupations in the Amount of Favorable and Unfavorable Mobility.

PROJECT DIRECTOR: Pomer, Marshall I.
ORGANIZATION: California Univ., Santa Cruz.
ADDRESS: Santa Cruz, CA 95064. (408) 429-2702
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 16
GRANT: NIE-G-77-0050
FY77-$35,521 01-Oct-77 TO 30-Sep-78;
FY78-$41,066 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1977 - September 30, 1980.
DESCRIPTORS: Career Ladders, *Job Skills, *Labor Economics, Labor Market, *Occupational Mobility, *Skill Analysis, *Social Structure, Socioeconomic Status
IDENTIFIERS: Transferable Skills

This study will compare occupations in terms of the degree to which they lead to favorable (or unfavorable) occupational mobility. Differences in the amounts of favorable mobility will be explained in terms of the skill characteristics of occupations and by institutional and structural characteristics of occupations. Occupational mobility will be defined as a change from one narrowly defined occupation to another. Whether an occupational change represents favorable or unfavorable mobility will be determined by whether the job change involves a change in socioeconomic stratum. Three nationally representative samples will provide data on occupational mobility: (1) a sample of the 1970 census, (2) a panel study of income dynamics, and (3) the national longitudinal surveys. Information on skill characteristics will be obtained from the "Dictionary of Occupational Titles." The extent of favorable and unfavorable mobility is an indicator of how well the labor market operates in the interest of workers. A large amount of unfavorable mobility indicates a need for corrective educational policies. By relating mobility to skill characteristics of occupations, this study may be able to identify transferable skills. By relating mobility to structural characteristics of occupations as well as to skills, this study may provide new material for the debate over whether social policy should be aimed at changing workers or at changing the structure of the labor market.

CC000280 **$228,888** **Pruitt**

Perceptions, Expectations and Career Formation.

PROJECT DIRECTOR: Dresch, Stephen P.
ORGANIZATION: Institute for Demographic and Economic Studies, New Haven, Conn.
ADDRESS: Room 214, 155 Whitney Avenue, New Haven, CT 06510. (203) 432-4366
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Connecticut Congressional District Number 93
GRANT: NIE-G-[illegible]6-0076
FY76-$68,605 01-Oct-76 TO 30-Sep-77;
FY78-$160,283 01-Oct-77 TO 30-Jun-79
DESCRIPTORS: Career Choice, *Career Development, Career Planning, *Data Analysis, *Vocational Followup

The major objectives of this study are to identify (1) the mechanisms by which perceptions of career opportunities and expectations regarding career outcomes are molded and constrained at various stages of the individual's career history; (2) the process by which these perceptions and expectations are modified by individuals over the course of their careers and by successive groups of individuals, in response to changes in the objective social and economic environment; and (3) the consequences for various subpopulations of discrepancies between perceptions and expectations and actual events. This study will utilize longitudinal data gathered on a group of individuals first observed in high school and followed over a five-year period after high school, with one follow-up survey conducted as part of this project. These career histories, including subjective perceptions and expectations at various stages, will be analyzed in the context of an extensive set of state and change variables describing the social and economic conditions prevailing in local areas. The study will be particularly concerned with factors underlying the changing career decisions, expected long-term labor market associations, and fertility expectations of women. Also of particular interest is the assessment of the likely consequences of and responses to major prospective changes in the relative labor market conditions facing highly educated workers.

CC000281 **$43,669** **Miller**

Career Development Potential and Validity of a Competency-Based Credential for Child Care Staff.

PROJECT DIRECTOR: Pettygrove, Willa
ORGANIZATION: Iowa State Univ., Ames.
ADDRESS: Ames, IA 50010. (515) 383-5907
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Iowa Congressional District Number 5
GRANT: NIE-G-78-0003
FY78-$43,669 01-Oct-77 TO 30-Sep-78

NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1977 - September 30, 1979.
DESCRIPTORS: *Career Ladders, *Child Care Workers, Comparative Analysis, Content Analysis, *Credentials, Females, *Validity

This project is a study of the validity of the competency-based Child Development Associate (CDA) credential assessment and the relation of the CDA to career development for women. The CDA has been supported by the Office of Child Development and by child care professionals as a means to meet the growing demand for qualified child care staff and to acknowledge the competence of persons currently employed in child care. The CDA credential appears to offer the opportunity for upward employment mobility to women who dominate the teaching and child care professions. To date, evidence on this opportunity has not been collected. There is a particular need to investigate whether competencies required for the CDA can be generalized and lead to success in other jobs in a career ladder. Classroom staff who have received the CDA credential will be compared with staff who have not on three measures: a written assessment of knowledge related to competencies, a rating of job performance by their supervisors, and a questionnaire on their work and life history. Data from the comparisons will be used to analyze the relationship of the CDA competencies to knowledge required for a college degree in Child Development, and to an external criterion of job success. Personality and opportunity factors which may contribute to success will also be analyzed. A content analysis of competency lists will also be used to delineate possible career ladders incorporating the CDA. By examining one aspect of career development for women and by examining the career development potential of competency-based job assessments, this research will provide general implications for career development.

CC000282 $55,731 Miller

Validation Criteria for Job Adjustment of Disadvantaged Youth.

PROJECT DIRECTOR: Mitra, Sudhansu
ORGANIZATION: Coppin State Coll., Baltimore, Md.
ADDRESS: Baltimore, MD 21216. (301) 383-4500
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Maryland Congressional District Number 7
GRANT: NIE-G-78-0002
FY77-$55,731 01-Feb-77 TO 31-Dec-79
NOTE: Monies appropriated in FY 77 will fund the project through 1979. Project funding period: February 1, 1977 - December 31, 1979.
DESCRIPTORS: Case Studies (Education), *Disadvantaged Youth, Multiple Regression Analysis, Occupational Mobility, Validity, *Vocational Adjustment, *Work Experience
IDENTIFIERS: Baltimore Harbor City Learning Program, *CETA, Comprehensive Employment and Training Act

In cooperation with the Mayor's Office of Manpower Resources in Baltimore, this project will examine how educational experiences and programs sponsored by the Comprehensive Employment and Training Act can better prepare disadvantaged individuals to perform successfully in a number of jobs or occupations. The central concern of this study is the transition from training to work. Baltimore Harbor City Learning Program (HCL), co-sponsored by the Major's Office and Baltimore Public School System, has been selected to serve as the laboratory for this field research because it offers experience-based career education, and its student body consists of disadvantaged youth. The major purpose of the study is to determine what skills, abilities, or attributes enable an individual to adapt successfully to new jobs or occupations. The experience of a select group of individuals will be analyzed to determine the nature of constraints that influence job changes and to identify the types of skills, abilities, and aptitudes that differ from those required for work performance. Two parallel studies will be conducted on concurrent validation and predictive validation for job adjustment. HCL graduates who have been continuously employed for six months will participate in tests designed to derive predictor variables representing abilities, interests, and aptitudes. A stepwise regression analysis of the predictor variables will be conducted for the criterion of job adjustment to develop a multiple linear regression equation. A second group of subjects employed from HCL recruits will participate before they start training. The multiple regression equation developed from concurrent validation will be compared with the actual scores when the subjects complete six months' work experience.

CC000283 $150,249 Pruitt

Pre-Occupational Preferences, and Occupational Attainment: Career Development Through Early Adulthood.

PROJECT DIRECTOR: Alexander, Karl; Cook, Martha
ORGANIZATION: Johns Hopkins Univ., Baltimore, Md. Dept. of Social Relations.
ADDRESS: 34th and Charles Streets, Baltimore, MD 21218. (301) 338-7629
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Maryland Congressional District Number 3
GRANT: NIE-G-76-0078
FY76-$76,110 01-Oct-76 TO 30-Sep-77;
FY77-$74,139 01-Oct-77 TO 31-Mar-79
NOTE: Monies appropriated in FY 77 will fund the project through 1979. Project funding period: October 1, 1976 - March 31, 1979.
DESCRIPTORS: Adolescents, *Career Choice, *Career Development, Career Planning, Data Analysis, Occupational Choice, *Vocational Interests

Employing longitudinal data on a national sample of youth, this project will examine the processes through which preoccupational interests are formed and, subsequently, translated into occupational preferences and attainments. Using a synthesis of psychological, sociological, and economic approaches in the study of career development processes the project will seek to determine the relative importance of abilities, ascribed characteristics, interpersonal relations, and environmental constraints in the development of adolescents' prevocational interests and their eventual occupational preferences and attainments. Structural equation modeling will be used as a major mode of analysis.

CC000284 $59,791 Hendrickson

A Study of the Responsiveness of the Consumer and Homemaking Education System.

PROJECT DIRECTOR: Blaess, Donna
ORGANIZATION: CRC Education and Human Development, Inc., Belmont, Mass.
ADDRESS: 26 Brighton Street, Belmont, MA 02178. (617) 489-3150
ORG TYPE: Profit
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Massachusetts Congressional District Number 8
CONTRACT: 400-78-0040
FY78-$59,791 01-Sep-78 TO 31-Aug-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: September 1, 1978 - August 31, 1981.
DESCRIPTORS: *Consumer Education, Data Collection, *Educational Assessment, Federal Aid, *Federal Legislation, *Homemaking Education, Program

Development, *Program Evaluation, Program Improvement, State Federal Aid

The purpose of this study is to determine the responsiveness of the Consumer and Homemaking Education (C&HE) system of programs, activities, and services to the intent of the Education Amendments of 1976. The study will be conducted in three phases. Phase I will be a pilot study to develop and field test methods for collecting data; applying criteria of responsiveness at federal, state, and local levels; and providing preliminary data on the operation of a sample of C&HE programs. The study will be conducted at two local sites in each of two states. Phase II will involve ten states and will examine how federal leadership affects state C&HE programs and how state administrative systems in turn affect local C&HE programs. Phase III will focus on the responsiveness of the C&HE system at the local level, using five sites within each of the ten states used in Phase II. An intensive study will be conducted to determine whether present programs are meeting the demands on individuals and families as homemakers and consumers, and whether the C&HE system changes fast enough to keep up with consumer needs.

CC000285 **$69,115** Stump

Adaptation to Occupational Changes at Midlife: A Predictive Longitudinal Study.

PROJECT DIRECTOR: Osherson, Samuel D.
ORGANIZATION: Harvard Univ., Cambridge, Mass. Medical School. Lab. of Social Psychiatry.
ADDRESS: 74 Fenwood Road, Boston, MA 02115. (617) 232-2690
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Massachusetts Congressional District Number 9
GRANT: NIE-G-77-0049
FY77-$69,115 01-Mar-78 TO 28-Feb-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Funds shown were charged to FY77. Project funding period: March 1, 1978 - February 28, 1981.
DESCRIPTORS: *Career Change, Career Planning, *Longitudinal Studies, Males, Middle Aged, Prediction, Surveys, *Vocational Adjustment

This study is designed to investigate how individuals adapt to occupational changes and to determine the importance of adolescent career preparation in coping with changes in work at later stages of life. This project will seek to specify the particular educable psychological skills and social resources involved in successful adaptation to occupational changes in order to develop curricula for teaching these skills to individuals. The importance of adolescent career preparation will be studied in its relation to later coping mechanisms in an effort to make more effective use of our educational resources. Attention will be directed to adult inservice training rather than adolescent preparation. The subjects of the study will be drawn from a male group who are at midlife experiencing a number of different types of occupational changes and for whom there exists extensive information on their career preparation from their college years. The 510 subjects will be surveyed on the quality of adaptation to their career transitions. Successful and inferior patterns will be predicted on the information of the subjects' adolescent career preparation. Specific groups of persons with successful and inferior adaptation to different occupational changes will be selected for an intensive three-year study of the process of adaptation, conducted with interview techniques and questionnaires designed for the study of psychological coping skills and social resources. The results of the study will be used in the development of educational curricula for teaching adaptive skills, use of resources in coping with occupational changes, effective use of education resources in adolescent career preparation, and adult inservice training.

CC000286 **$267,000** Rosenbaum

Studies of State and Local Administrative, Compliance and Evaluation Practices for Vocational Education.

PROJECT DIRECTOR: Royster, Eugene
ORGANIZATION: Abt Associates, Inc., Cambridge, Mass.
ADDRESS: 55 Wheeler Street, Cambridge, MA 02178. (617) 492-7100
ORG TYPE: Profit
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Massachusetts Congressional District Number 8
CONTRACT: 400-78-041
FY78-$267,000 23-Aug-78 TO 22-Aug-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: August 23, 1978 - September 30, 1981.
DESCRIPTORS: *Case Studies (Education), Data Analysis, Data Collection, *Educational Assessment, *Educational Policy, Equal Education, Evaluation Criteria, Federal Legislation, Federal State Relationship, Program Administration, State Federal Aid, *Vocational Education
IDENTIFIERS: *Education Amendments of 1976

The research goals of this project are to (1) determine the degree of state and local compliance with the Education Amendments of 1976 and the impact of federally mandated vocational education policy and practice on state and local vocational education activity, with particular attention to equal access to vocational education by the disadvantaged, women, and the limited English-speaking; (2) learn about the ways in which state and local conditions affect the implementation of federal vocational education policy; (3) study the processes by which compliance with federal legislative mandates can be achieved; (4) determine whether results of assessments of program quality and effectiveness are used to manage or improve programs and with what results; (5) examine the criteria being used to evaluate program effectiveness at the state and local levels and to determine the consequences of specifying particular criteria in the Act; and (6) examine how the various and overlapping federal evaluation requirements interact with one another. The three elements of the study are an inventory of existent information on state legal, administrative, and evaluative practices for vocational education; the conduct of case studies of compliance/evaluation practices in fifteen states focusing on the means used in assessing the quality and effectiveness of vocational education programs, the consequences and utility of these assessments, and the impact of fund set-asides, accountability, and planning requirements; and the preparation annually for three years of an analysis of legislatively mandated state and federal reports. Particular attention will be given to the impact of the Education Amendments of 1976 and their consequences in terms of insuring equal access to high quality vocational education opportunities.

CC000287 **$90,592** Buchanan

The Changing Circumstances of Life and Work in America and Their Impact on Under-Graduate Curricula.

PROJECT DIRECTOR: Soyster, Matthew
ORGANIZATION: The Council on Learning, New Rochelle, N.Y.
ADDRESS: NBW Tower, New Rochelle, NY 10801. (914) 235-8700
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 24
GRANT: NIE-G-78-0096
PROJECT: TL 780001
FY78-$90,592 01-Jul-78 TO 01-Jul-79

DESCRIPTORS: *Case Studies (Education), *College Curriculum, Conference Reports *Conferences, Employment, Higher Education *Information Dissemination, Periodicals

Papers and case studies dealing with major issues and problems concerned with work-education and higher education relationships in the dynamics of changing work-life situations will be prepared by authors from work, higher education, and government sectors. These papers and case studies will be the focal point of presentations and discussions featured at a major invitational conference to be held at the Harvard Graduate School of Education early in 1979. The results and findings of the conference will be published in special issues of "Change Magazine" during mid-1979. Dissemination of the magazine will take place through the "Change Magazine" network and through the NIE dissemination network. The total dissemination effort will encompass distribution of approximately 50,000 copies of "Change Magazine".

CC000288 $202,872 Miller

A Comparative Analysis of the Job-Competency Perceptions of Employers, Employees, and Consumers of Services.

PROJECT DIRECTOR: Huff, Sheila
ORGANIZATION: National Center for the Study of the Professions, Syracuse, N.Y.
ADDRESS: 606A Midtown Plaza, 700 E. Water Street, Syracuse, NY 13210. (315) 472-9442
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 32
GRANT: NIE-G-78-0004
FY77-$130,430 01-Oct-77 TO 30-Sep-78;
FY78-$72,442 01-Oct-78 TO 31-Mar-79
NOTE: Total project dollars do not reflect projected monies for continuing years.
DESCRIPTORS: Career Ladders, *Comparative Analysis, Data Analysis, Data Collection, Employee Attitudes, Employer Attitudes, *Personnel Evaluation, *Social Workers

This project proposes to collect data that will provide information on questions regarding the merits of various processes for gathering information on employer and employee perceptions of elements of competent job performance in social service positions by examining the extent of consensus and dissension within and among these groups. This study will add an important dimension to these popularly sought perceptions in seeking the perceptions of clients as to the dimensions of competent performance of social services workers serving them. Further, in exploring corollary research questions, the proposed study will begin to systematically unravel factors beyond employee characteristics which operate to limit opportunities of competent individuals to apply their talents and skills and progress along career paths.

CC000289 $132,148 Pruitt

Sex-Role Values in the Career Decision-Making Process.

PROJECT DIRECTOR: Tittle, Carol K.; Chitayat, Deanna
ORGANIZATION: North Carolina Univ., Greensboro. School of Education.
ADDRESS: Greensboro, NC 27411. (212) 221-8425
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: North Carolina Congressional District Number 6
GRANT: NIE-G-76-0074
FY76-$57,227 01-Oct-76 TO 30-Sep-77;
FY77-$74,921 01-Oct-77 TO 30-Sep-79
NOTE: Monies appropriated in FY 77 will fund the project through 1979. Project funding period: October 1, 1976 - August 31, 1979.
DESCRIPTORS: Grade 11, *High School Students, Interviews, *School Surveys. *Sex Role, *Values

The purpose of this project is to examine values related to sex roles in American culture as essential components of a valid theory of career decision making. The objectives of this project are to provide a definition of the domain of values related to sex roles and to examine the values held by high school students for important aspects of occupational and sex roles. The project will determine whether there is a set of sex-role related values that can be defined and that individuals can discriminate among. High school students in Grade 11 will be individually interviewed in the development and testing of the set of sex-role related values. Subgroups of the population classified by sex, sociocultural background, and economic status will be asked to rank and rate both sex-role related and occupationally-related values. Comparisons of the subgroups will show values held in common, as well as the overlap between the value sets. The project will develop a set of terms, operationally defined, which can be used in further research and also directly applied to the development of new materials and instruments in career education programs.

CC000290 $106,547 Miller

Identification and Development of Generic Skills in the Health Care Setting.

PROJECT DIRECTOR: Alvarez, Kenneth
ORGANIZATION: Bowling Green State Univ., Ohio.
ADDRESS: Bowling Green, OH 43402. (419) 372-2301
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 5
GRANT: NIE-G-77-0052
FY77-$63,568 01-Oct-77 TO 30-Sep-78;
FY78-$42,979 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1977 - September 30, 1980.
DESCRIPTORS: Educational Programs, Employees, Health Occupations, *Skill Development, *Transfer of Training
IDENTIFIERS: *Transferable Skills

This three-phase project will (1) apply recently developed diagnostic skills to the profiling of generic abilities that correlate with successful work performance in business and health care settings; (2) assist in education programs that emphasize development of the correlate generic skills; and (3) identify and evaluate the varying patterns of competency acquisition among employees subject to a training program emphasizing generic skills development in order to examine the correlation between different patterns of skill acquisitions, the improvement of generic skills, and the improvement of work performance. Expected outcomes of the project include better empirical specifications of the character and transferability of higher generic skills; establishment of a generic skill development program in a health care setting for comparison with vocationally specific training programs; evidence that enhancement of generic skills correlates with better work-related performance; and a competency-based diagnostic strategy and training curriculum easily transferable to similar health care and business institutions.

CC000291 $230,473 Miller

Professional Education and Career Development in Social Work and Engineering: A Cross-Sectional Study of Adaptive Competencies in Experimental Learning.

PROJECT DIRECTOR: Kolb, David
ORGANIZATION: Case Western Reserve Univ., Cleveland, Ohio.
ADDRESS: Cleveland, OH 44106. (216) 368-2137
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 22
GRANT: NIE-G-77-0053
FY77-$112,260 01-Oct-77 TO 30-Sep-78;
FY78-$118,213 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1977 - April 30, 1980.
DESCRIPTORS: *Career Development, Engineers, *Experiential Learning, *Graduate Surveys, Higher Education, Learning Theories, Professional Education, Social Workers, Vocational Adjustment, Work Experience

In addressing the need to deal effectively with the social and technological changes affecting the interrelationship between education and work, this project will study (1) the development of an applied theory of experiential learning, including a valid and practical learning theory that extends beyond the classroom into the world of work and beyond childhood into adulthood; (2) the development of a means for assessing those middle level, fundamental adaptive competencies which lie between general measures of intelligence and the specific behavioral analysis of job skills; (3) the development of a system describing the demand characteristics of work and learning situations; (4) a better understanding of the relationships between preparatory education and career development; and (5) a better understanding of the relationships between careers and adult developmental processes. This proposed study will develop and validate measures of fundamental adaptive competencies and demand characteristics found in learning and work situations based on experiential learning theory. A cross-section of master's degree students and graduate alumni from the social work and engineering schools at Case Western Reserve University will be studied in six cohort groups–graduating MS students and alumni groups–three, eight, thirteen, eighteen, and twenty-three years beyond graduation. Interviews and assessment procedures will be conducted with these groups to study relationships among professional education and adaptation, and performance and satisfaction at succeeding career steps.

CC000292 $95,000 Buchanan

A Diagnostic Scheme of Career Planning and Adjustment Problems Throughout the Lifespan.

PROJECT DIRECTOR: Campbell, Robert E.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
GRANT: NIE-G-78-0211-P1
PROJECT: P-1
FY78-$95,000 01-Jun-78 TO 30-Nov-78
DESCRIPTORS: *Adjustment Problems, *Adults, *Career Planning, Educational Planning, Literature Reviews, *Taxonomy, *Vocational Adjustment

The purpose of this project is to develop a diagnostic scheme for use in adult career planning and in making adjustments to problems encountered in the work-related lifespan. A literature review will be conducted of existing adult career planning methods relative to work-related adjustment problems encountered through the lifespan; a career-planning scheme will be generated by consortia; and a preliminary design will be pilot tested to validate the scheme in one problem domain. The final report produced by this project will include a diagnostic scheme of career planning and adjustment problems encountered throughout the lifespan and the results of the pilot test of the diagnostic scheme conducted in one career planning and adjustment problem domain.

CC000293 $1,005,580 Smardak

ERIC Clearinghouse on Adult, Career, and Vocational Education.

PROJECT DIRECTOR: Peterson, Marla
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: 400-76-0122
FY76-$266,424 14-Sep-76 TO 13-Sep-77;
FY77-$293,925 14-Sep-77 TO 13-Sep-78;
FY78-$445,231 14-Sep-78 TO 13-Sep-79
DESCRIPTORS: *Adult Education, *Career Education, *Clearinghouses, Educational Resources, *Information Dissemination, *Information Processing, Information Retrieval, School Industry Relationship, *Technical Education, *Vocational Education
IDENTIFIERS: Educational Resources Information Center, *ERIC

The Clearinghouse is responsible for identifying, acquiring, selecting, and processing educational documents and journal articles for inclusion in the ERIC system and for announcing them in "Resources in Education" (RIE), or "Current Index to Journals in Education" (CIJE). The scope of the Clearinghouse includes (1) adult and continuing (including non-work) education, formal and informal, including basic and literacy education, correspondence study, and all areas of inservice training relating to occupational, family, leisure, citizen, organizational, and retirement roles; (2) career education, formal and informal, at all levels, encompassing career development materials relating to attitudes, aptitudes, self-knowledge, and occupational information; (3) vocational and technical education, including new and emerging vocational and technical fields, vocational rehabilitation (for the handicapped, mentally retarded, prisoners, discharged military, etc.), and law enforcement, police training, and criminology; and (4) education and work with related areas of manpower economics and manpower programs, school-to-work transition, occupational psychology and occupational sociology, internships, apprenticeships, on-the-job training and cooperative education, business/industry/labor relationships, and consumer education. Clearinghouse user services include preparation of bibliographies and information analysis papers on current topics of interest and critical problems in the field; question answering in response to user requests for information about ERIC services, document location, and referral to sources of information; and computer searches of the ERIC system for documents and journal articles relevant to specific problems.

CC000294 $42,470 Thorne

Knowledge Interpretation Project.

PROJECT DIRECTOR: Bhaerman, R.
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
CONTRACT: 400-78-0051
FY78-$42,470 01-Oct-78 TO 30-Jun-79
DESCRIPTORS: Administrative Personnel, *Bilingual Education, Employment Opportunities, Equal Opportunities (Jobs), *Handicapped Students, *Information Dissemination, *Minority Groups, Parents, Spanish Speaking, Students, Teachers, Womens Education
IDENTIFIERS: *Knowledge Transformation

This knowledge transformation project seeks to provide information about four areas of education equity (women, minorities, handicapped, bilingual) as they relate to the world of work. Major objectives are to (1) interpret existing reviews of research and disseminate the results in various forms for students, teachers, parents, the general public, school administrators, and policy makers; (2) develop a model for knowledge interpretation for large public audiences; (3) produce a Spanish version of a portion of the knowledge interpretation products as a means of reaching bilingual audiences; and (4) explore the use of mass media as a means of disseminating the products. The project will review educational materials already available through the National Center for Research in Vocational Education, particularly the ERIC information analysis and the National Center's state-of-the-art papers. An ERIC search will be conducted to locate further research, literature, and exemplary practices. An advisory panel, including representatives from each equity area, will be convened to assist with the validation and dissemination plans and product development. The specific products will be inserts for school newspapers, teacher editions, and news releases summarizing the major interpretations and application. These will be done in both English and Spanish. Four brochures, one for each equity area, will interpret and apply the issues and recommend relevant policy for decision makers. The anticipated result is that mass audiences will have understandable information to which they can respond directly and upon which they can act meaningfully.

CC000295 $283,796 Stump

Transferable Skills and Occupational Adaptability.

PROJECT DIRECTOR: Pratzner, Frank
ORGANIZATION: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
ADDRESS: 1960 Kenny Road, Columbus, OH 43210. (614) 486-3655
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Ohio Congressional District Number 15
GRANT: NIE-G-78-0111-P2
FY78-$283,796 01-Jun-78 TO 31-May-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: June 1, 1978 - November 30, 1979.
DESCRIPTORS: Advisory Committees, Communication Skills, *Experiential Learning, Followup Studies, Guides, Mathematics, National Surveys, Occupational Mobility, Symposia, *Transfer of Training, Vocational Adjustment
IDENTIFIERS: *Transferable Skills

This project will build upon and continue earlier exploratory studies of occupational change and transferable skills. It has three essential activities. The first is to establish and use the services of a multidisciplinary panel of five consultants throughout the grant period, convene and conduct three national symposia; commission three experts to prepare, review, and synthesize reports; prepare a supplement to the "Catalog of Data Bases and Classification Schemes;" and prepare and field test a guide to assist practitioners in planning and facilitating development of occupational adaptability and transferable skills. In the second activity, initial lists of academic skills in computation and communication, as well as functional competencies and life performance situations in consumer economics and occupational adaptability that require those skills, will be expanded. Relationships between the academic skills in computation and communication and functional competencies required for these two domains will be identified. A national survey will be conducted to rate the significance of these life performance situations, relate their functional competency requirements to academic skills, and consider the focus of responsibility for teaching and learning them. The third activity is a follow-up study of past participants in the Columbia University counseling program known as DIG-Deeper Investigation of Growth. Approximately 100 participants, twenty from each of the last five years of program operation, will be surveyed to examine the impact of the DIG system for analyzing and reporting skills on jobs subsequently sought and obtained and to provide information for the development of more useful procedures for describing and reporting acquired skills and abilities.

CC000296 $44,917 Stump

Careers in the Labor Market: An Analysis of Types, Characteristics, and Determinants of Individual Success.

PROJECT DIRECTOR: Dauffenbach, Robert C.
ORGANIZATION: Oklahoma State Univ., Stillwater. Dept. of Economics.
ADDRESS: Stillwater, OK 74074. (405) 624-5108
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Oklahoma, Congressional District Number 6
GRANT: NIE-G-78-0007
FY78-$44,917 01-Jan-78 TO 01-Aug-79
NOTE: Total project dollars do not reflect projected monies for continuing years.
DESCRIPTORS: *Career Change, Careers, *Data Analysis, *Employment Patterns, Labor Turnover, Occupational Mobility, Success Factors

The purpose of this project is to provide information on career-pattern behavior, including data concerning occupational mobility, in an effort to assist educational planners in structuring educational and career counseling systems that will prepare individuals for careers as well as specific jobs. This study will appraise labor market operations in terms of careers, and analyze the types and characteristics of careers, determinants of individual success in various careers, and factors underlying successful career shifts. Data on occupational change from the 1970 Census will be analyzed to determine the types of careers. Worker traits and job analysis data will be used to study the defining characteristics of each career. The National Longitudinal Survey of Young Men and Women will be used to assess the reasons for career and career-shift success.

CC000297 $31,601 Pruitt

Schools as Student Work Organizations.

PROJECT DIRECTOR: Duckworth, Kenneth E.
ORGANIZATION: Center for Educational Policy and Management, Eugene, Oreg.
ADDRESS: 1472 Kincaid, Eugene, OR 97401. (503) 686-5086
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Oregon Congressional District Number 4
GRANT: NIE-G-78-0214
FY78-$31,601 01-Jun-78 TO 30-Nov-79
NOTE: Total project dollars do not reflect projected monies for continuing years.
DESCRIPTORS: Educational History, *Educational Practice, *Relevance (Education), *School Systems, Secondary Education

This project will develop a new perspective on schooling in an effort to overcome some current impasses in educational research. Schools are conceptualized as providing work regimes for students which correspond to the "institutional myth" of schooling in America, socializing children for adult life in organizations, and structuring the kinds of interaction possible to teachers and students. Long-term objectives of the project are to describe and account for general cultural beliefs about schooling, characterize variations in schoolwork regimes and their impact on students, and analyze how teachers and students negotiate school work assignments. The project will also clarify some of the social uses of work-related language in the governance and management of public education, and critique claims about the relationship between schoolwork and adult work. The sociological investigation of contemporary school systems will begin by mapping the schoolwork regime of a particular district, focusing on dimensions of production demand and student autonomy. A concurrent historical investigation will trace the sources of present school conceptions and structures to the purposes behind the development of mass secondary education in the United States during the period 1880-1920.

CC000298 $388,000 Bucknam

EBCE: Education and Work Division.

PROJECT DIRECTOR: Hagans, R.
ORGANIZATION: Northwest Regional Educational Lab., Portland, Oreg.
ADDRESS: 710 S.W. Second Ave., Portland, OR 97204. (503) 248-6893
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C., Teaching and Learning/Home, Community and Work.
GEOGRAPHIC LOCATION: Oregon Congressional District Number 1
GRANT: OB-NIE-G-78-0206 Part 1
FY78-$388,000 01-Jun-78 TO 30-Nov-79
NOTE: Total project dollars do not reflect projected monies for continuing years.
DESCRIPTORS: *Career Education, Career Exploration, Community Involvement, Educational Alternatives, *Program Development, Secondary Education, *Technical Assistance
IDENTIFIERS: *Experience Based Career Education

The purpose of this project is to provide technical assistance to state agencies and local school districts in their efforts to integrate into the regular curriculum experience-based career education (EBCE) programs that match student academic and career interest needs with community opportunities for exploration. EBCE is designed to be an academically-oriented, community-based individualized career exploration program used to bridge the gap between school and community and between study and experience through programmatic emphases in basic skills, life skills competencies, and academically-focused and varied career exploration. EBCE is designed to serve a cross section of students ranging from seventh grade through adults; the largest target group currently is senior high school students. All students are volunteers, and efforts are made, except in those cases where the program is targeted at special needs, to recruit the broadest range of students possible.

CC000299 $92,743 Stump

The Extent and Nature of Vocational Change Among College Graduates 1964-65 and 1977.

PROJECT DIRECTOR: Mitchell, Howard
ORGANIZATION: Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.
ADDRESS: 3810 Walnut Street, Philadelphia, PA 19174. (215) 243-7818
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Pennsylvania Congressional District Number 1
GRANT: NIE-G-78-0008
FY78-$92,743 01-Oct-77 TO 01-Jan-79
DESCRIPTORS: Career Change, *College Graduates, *Occupational Mobility, Vocational Adjustment, *Vocational Followup

This study will examine vocational mobility experience by college graduates and describe the kinds and number of such changes. A questionnaire will be mailed to approximately 5,000 University of Pennsylvania graduates of 1964 and 1965 to survey the respondents' work and educational histories, their preceptions of reasons for vocational changes, and the education or training undertaken to effect such change. Several vocational change schemes, including change in functions performed versus change in environment, will be utilized to analyze work histories. A second set of questionnaires will examine the experiences of those individuals whose job histories indicate that they have made "radical" vocational changes. Study results will focus on the relationship between education and occupational change. The findings will thus have implications for future research on optimal timing of vocationally-oriented education in the individual life-work cycle, and modification of the practices of existing institutions to facilitate continuing education. In addition the detailed histories of work transitions will contribute to a better understanding of the role of education, enabling college populations to operate in many seemingly different work environments and functions.

CC000300 $500,000 Bucknam

EBCE: Career Preparation.

PROJECT DIRECTOR: Quinn, M.
ORGANIZATION: Research for Better Schools, Inc., Philadelphia, Pa.
ADDRESS: Suite 1700, 1700 Market Street, Philadelphia, PA 19103. (215) 561-4100
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C., Teaching and Learning/Home, Community and Work.
GEOGRAPHIC LOCATION: Pennsylvania Congressional District Number 2
GRANT: OB-NIE-G-78-0207, Part 2
FY78-$500,000 01-Jun-78 TO 30-Nov-79
NOTE: Total project dollars do not reflect projected monies for continuing years.
DESCRIPTORS: *Career Education, Career Exploration, Community Involvement, Educational Alternatives, *Program Development, Secondary Education, *Technical Assistance
IDENTIFIERS: *Experience Based Career Education

The purpose of this project is to provide technical assistance to state agencies and local school districts in their efforts to integrate into the regular curriculum experience-based career education (EBCE) programs that match student academic and career interest needs with community opportunities for exploration. EBCE is designed to be an academically-oriented, community-based individualized career exploration program used to bridge the gap between school and community and between study and experience through programmatic emphases in basic skills, life skills competencies, and academically-focused and varied career exploration. EBCE is designed to serve a cross section of students ranging from seventh grade through adults; the largest target group currently is senior high school students. All students are volunteers, and efforts are made, except in those cases where the program is targeted at special needs, to recruit the broadest range of students possible.

CC000301 $76,599 Stump

Schooling, Training and Occupational Change Among Civil Servants, 1963-1977.

PROJECT DIRECTOR: Taylor, Patricia A.
ORGANIZATION: Sweet Briar Coll., Va.
ADDRESS: Sweet Briar, VA 24595. (804) 924-3511
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Virginia Congressional District Number 9
GRANT: NIE-G-78-0005
FY78-$76,599 01-Jun-78 TO 31-May-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: June 1, 1978 - January 1, 1980.
DESCRIPTORS: Career Change, *Data Analysis, Employment Qualifications, Federal Government, *Government Employees, *Occupational Mobility, *Personnel Data, Personnel Policy

The objectives of this three-year project are to (1) determine the extent to which a specified level of education is required for entry into a cluster of occupations, and the possible career ladders within those occupations; (2) determine what shared job attributes exist in these clusters of occupations which facilitate occupational mobility; and (3) identify the relationships among education, on- the-job training, occupation, and salary, an analysis which will include a study of the extent to which salary may vary for different minority/sex groups who have similar educational backgrounds as well as similar occupational experiences. To address these concerns, information on schooling, training, and job histories over an extended period of time is required. Since 1963, the U.S. Civil Service Commission has maintained a computerized file of detailed employment records of a ten percent sample of federal civilian employees. Through analysis of these and related records on personnel policies, this research will provide an improved understanding of the impact of schooling and training on the processes of occupational change. The results of this study of the nation's largest employer, the federal government, will be of importance to other employers, to vocational counselors, and to national policy planners.

CC000302 $862,000 Pruitt

Career Decision-Making.

PROJECT DIRECTOR: Winefordner, David
ORGANIZATION: Appalachia Educational Lab., Charleston, W. Va.
ADDRESS: P.O. Box 1348, Charleston, WV 25325. (304) 344-8371
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: West Virginia Congressional District Number 3
GRANT: NIE-G-78-0201
FY76-$187,000 01-Dec-75 TO 30-Nov-76;
FY77-$260,000 01-Dec-76 TO 30-Nov-77;
FY78-$415,000 01-Dec-77 TO 30-Nov-78
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: December 1, 1975 - November 30, 1979.
DESCRIPTORS: *Career Choice, *Career Exploration, Post Secondary Education, *Program Development

This project will be directed toward developing management procedures and program materials that will assist postsecondary students and adults in improving their career decisions. Specifically, program development will be centered upon a core structure of career exploration and decision-making materials and procedures designed to (1) be integrated into ongoing school curriculum and guidance programs; (2) provide direct experiences for the target population; (3) provide for a developmental approach over a span of years; (4) provide a range of alternatives for delivery, from semester courses to single direct experiences; (5) provide for a group delivery process, removing the dependence upon a one-to-one situation that is costly and inefficient; (6) take advantage of modern technology and management procedures; (7) utilize existing school facilities, staff, and career information resources; and (8) be implemented on a relatively low-cost budget.

CC000303 $354,000 Bucknam

EBCE: Experential Education Program.

PROJECT DIRECTOR: Henderson, H.
ORGANIZATION: Appalachia Educational Lab., Charleston, W. Va.
ADDRESS: P.O. Box 1348, Charleston, WV 25325. (304) 344-8371
ORG TYPE: Profit
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C., Teaching and Learning/Home, Community and Work.
GEOGRAPHIC LOCATION: West Virginia Congressional District Number 3
GRANT: OB-NIE-G-78-0201, Part 4
FY78-$354,000 01-Jun-78 TO 30-Nov-79
NOTE: Total project dollars do not reflect projected monies for continuing years.
DESCRIPTORS: *Career Education, Career Exploration, Community Involvement, Educational Alternatives, *Program Development, Secondary Education, *Technical Assistance
IDENTIFIERS: *Experience Based Career Education

The purpose of this project is to provide technical assistance to state agencies and local school districts in their efforts to integrate into the regular curriculum experience-based career education (EBCE) programs that match student academic and career interest needs with community opportunities for exploration. EBCE is designed to be an academically-oriented, community-based individualized career exploration program used to bridge the gap between school and community and between study and experience through programmatic emphases in basic skills, life skills competencies, and academically-focused and varied career exploration. EBCE is designed to serve a cross section of students ranging from seventh grade through adults; the largest target group currently is senior high school students. All students are volunteers, and efforts are made, except in those cases where the program is targeted at special needs, to recruit the broadest range of students possible.

CC000304 $201,873 Stump

Shaping Careers Through Job Changes.

PROJECT DIRECTOR: Grasso, John T.
ORGANIZATION: West Virginia Univ., Morgantown. Office of Research and Development.
ADDRESS: 17 Grant Avenue, Morgantown, WV 26506. (304) 293-4201
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.

GEOGRAPHIC LOCATION: West Virginia Congressional District Number 2
GRANT: NIE-G-77-0059
FY77-$101,522 01-Sep-77 TO 31-Aug-78;
FY78-$100,351 01-Sep-78 TO 01-Sep-79
DESCRIPTORS: Career Change, *Data Analysis, Employees, Literature Reviews, *Occupational Mobility
IDENTIFIERS: National Longitudinal Surveys

This study is designed to explore the process whereby young men and women use their job advancements and job changes to shape careers, and to uncover the factors that enhance or impede career progress in an effort to provide more effective guidance and counseling in schools or in job service agencies to reduce unemployment and to help persons become established in careers. The study is organized in two phases. In Phase I, a detailed review of scholarly theory and research will be conducted to uncover useful elements for analyzing job changes by workers and identify alternative ways of grouping jobs into careers. Phase II of the project will analyze information gathered from national samples of young men and women who are repeatedly interviewed as part of the National Longitudinal Surveys, a project sponsored by the U.S. Department of Labor. These data contain detailed information about jobs held by the young people and about the circumstances surrounding their job changes. The analysis will explore how personal factors and actions impinge on career establishment and advancement. In addition, findings will provide information on the usefulness of certain existing theories on counseling and job change behavior.

CC000305 **$294,518** Miller

Careering After College: Establishing the Validity of Abilities Learned in College for Later Success.

PROJECT DIRECTOR: Mentkowski, Marcia
ORGANIZATION: Alverno Coll., Milwaukee, Wis.
ADDRESS: 3401 S. 39th Street, Milwaukee, WI 53215. (414) 671-5400
ORG TYPE: College/University
RESPONSIBLE AGENCY: National Inst. of Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Wisconsin Congressional District Number 4
GRANT: NIE-G-77-0058
FY77-$137,534 01-Oct-77 TO 30-Sep-78;
FY78-$156,984 01-Oct-78 TO 30-Sep-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: October 1, 1977 - September 30, 1980.
DESCRIPTORS: *Ability Identification, Higher Education, *Success Factors, *Test Validity

The purpose of this research is to establish that abilities learned in college affect successful career and professional performance. Alverno College has identified abilities (competencies) expected to characterize the successful professional. The total college curriculum provides a learning process and assessment of these competencies for career preparation. These competencies are not sets of skills, but capabilities of the individual that are expected to transfer to alter life and enhance movement and growth within and across occupations. The current task is to validate the variety of instruments Alverno College has created to assess these outcomes. The project will also validate the competencies and insure that they transfer to competencies specific to a particular profession. These outcomes can then be linked to external outcomes in the later professional life of Alverno graduates. In an effort to demonstrate that higher education contributes to the future success of its graduates, this research will empirically establish the rationale for including these abilities (competencies) as objectives for liberal arts colleges that can be expected to affect career and professional performance.

CC000306 $94,097 Kaplan

Experiential Learning Program for Special Students: Handicapped and Minority Clientele.

PROJECT DIRECTOR: Herschler, Robert B.
ORGANIZATION: California Univ., Riverside.
ADDRESS: Riverside, CA 92521. (714) 787-4641
ORG TYPE: College/University
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 36
GRANT: G007701547
PROJECT: 71241
FY77-$42,097 01-Jul-77 TO 30-Jun-78;
FY78-$52,000 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Career Development, Career Opportunities, Counseling Programs, •Handicapped Students, Higher Education, •Internship Programs, •Minority Groups, Work Experience Programs

This specialized program will provide off-campus learning experiences (academic internships) designed to meet the educational and experiential needs of handicapped and minority students and will educate employers about the capabilities and potential of these students. Procedures for increasing handicapped and minority students' participation in the Academic Internship program will include (1) broadening the educational background of the handicapped or disadvantaged student, specifically in the areas of communication, work experience, and job possibilities; (2) establishing introductory internships in career areas, as well as private industry and social service internships; (3) providing counseling in experiential learning and career development; (4) using handicapped and minority alumni to serve as positive role models; (5) using peer advisors who will be trained in internship procedures, the career information library, peer counseling techniques, and campus resources; (6) developing and utilizing faculty resource persons in both the Black and Chicano Studies departments, and also using faculty resource persons specifically for handicapped persons, to provide information about internship programs and encourage their use; and (7) planning an orientation program to acquaint students with the Academic Internship Center. Procedures for acquainting employers with student potential include presenting seminars and small group workshops for employers; providing employers with written and audiovisual materials about handicapped and minority student capabilities, as well as information about available state and federal assistance; and visiting employers on an individual basis to discuss and arrange internships. A continuing method of evaluation of the program will be established through an advisory board, an exit interview of participating students, and a written form to evaluate students' experiences and possible changes in employer attitudes.

CC000307 $167,360 Garth

OPEN ROAD/NEW AVENUES.

PROJECT DIRECTOR: Flack, Lauri
ORGANIZATION: Citizens Policy Center, Santa Barbara, Calif.
ADDRESS: 1323 Anacapa Street, Santa Barbara, CA 93101. (805) 966-2258
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 19
GRANT: G007701709
PROJECT: 80015
FY77-$92,435 01-Jul-77 TO 30-Jun-78;
FY78-$74,925 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: •Community Involvement, Consultation Programs, Counseling Programs, •Educational Counseling, Job Placement, Needs Assessment, •Occupational Guidance, •Out of School Youth, Referral, Skill Development, Workshops

This ongoing program seeks to develop a community-based career education center for out-of-school young people in Santa Barbara, San Diego, and San Francisco. Principal objectives are to gather information and document the needs of the target population (ages sixteen to twenty-four); provide direct career/educational counseling, job placement, and special skill development workshop services; search for the development of new vocational resources; and establish ongoing support committees in each of the three areas. Procedures for each area include (1) publicizing the program; (2) screening trainees and applicants through aptitude and skills testing; (3) recruiting people in certain skill areas to serve as teachers, guest lecturers, and positive role models; (4) making a special effort to appeal to the supposedly unemployable young person out of school; (5) developing a personalized referral system by tapping available local media, state employment offices, business colleges, private employment services, high schools and community colleges, the National Alliance of Businessmen, and local CETA offices; and (6) evaluating the program through ongoing in-house evaluation and through the reports of two external evaluators.

CC000308 $168,370 Stoel

Education in the World of Work – Project ACCESS.

PROJECT DIRECTOR: Rolzinski, Catherine
ORGANIZATION: Center for Education and Manpower Resources, Inc., Ukiah, Calif.
ADDRESS: P.O. Box 112, Ukiah, CA 95482. (707) 468-0238
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: California Congressional District Number 2
GRANT: G007701648
PROJECT: 70253
FY77-$82,404 15-Jul-77 TO 14-Jul-78;
FY78-$85,966 15-Jul-78 TO 14-Jul-79
DESCRIPTORS: *Adult Counseling, Counseling Services, Employment Statistics, Employment Trends, *Information Centers, Labor Market, *Occupational Guidance, *Rural Education, Rural Population

Project ACCESS seeks to develop and implement a career counseling center to service adults in the greater Ukiah, California, area. Besides serving as an education information clearinghouse, the project will utilize labor market data in a localized rural setting and will employ a unique career counseling delivery system. The data requirements for the system are that the data must (1) be specifically relevant to jobs in the Ukiah area; (2) be expressed in verbal and graphic language commonly used in Ukiah; (3) reflect details of the labor market which concern individuals traditionally barred from employment in the area; (4) provide information which allows for the complexity of each individual career decision, avoiding the assumption that people with identical skills have identical job needs; and (5) be maintained and updated at intervals determined by the volatility of the data itself. This project should make hitherto unemployable segments of Ukiah's population productive, wage earning citizens.

CC000309 $130,000 Stoel

Career Counseling Project.

PROJECT DIRECTOR: Goodin, Joan M.
ORGANIZATION: National Manpower Inst., Washington, D.C.
ADDRESS: 1211 Connecticut Ave., N.W., Rm. 301, Washington, DC 20036. (202) 466-6770
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: District of Columbia
GRANT: G007804606
PROJECT: 01620
FY78-$130,000 01-Jul-78 TO 30-Jun-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: July 1, 1978 - June 30, 1980.
DESCRIPTORS: Career Change, *Clerical Workers, *Educational Counseling, *Females, Industry, *National Organizations, Occupational Mobility, *Professional Training, Seminars, *Vocational Counseling

A collaborative effort of the Center for Women and Work, the National Center for Educational Brokering (both organizations in the National Manpower Institute) and ten Working Women's Organizations, this two-year project seeks to create industry seminar curricula to ease occupational mobility for women clerical workers, and to develop the career and educational counseling abilities of Working Women's Organizations to provide career and educational counseling to members. Initially targeted are women in the banking, insurance, and publishing industries in Boston, New York, Chicago, San Francisco, Cleveland, and Dayton, with subsequent expansion to include other industries and four more cities. Procedures include (1) training staff members from each of the Working Women's Organizations so they can provide vocational services to organization members by utilizing information gathering, referrals, assessment, counseling, and advocacy; (2) establishing industry seminars so that organization members can more fully understand career paths within their own industries, alternative employment opportunities, barriers to occupational mobility, and the ways to attack those barriers; and (3) disseminating information relating to the needs and problems of women clerical workers, descriptions of both the counseling and the industry seminar programs, and guidelines for the replication of these activities. This project will stimulate positive attitudes toward career planning and an assertive approach to occupational mobility on the part of women clerical workers.

CC000310 $24,690 Hayman

Management Studies Semester for Liberal Arts Students.

PROJECT DIRECTOR: Keller, Dennis
ORGANIZATION: Keller Graduate School of Management, Chicago, Ill.
ADDRESS: 10 South Riverside Plaza, Chicago, IL 60606. (312) 454-0880
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Illinois Congressional District Number 7
GRANT: G0077C0053
PROJECT: 80043
FY78-$24,690 01-Jul-78 TO 01-Jul-79
DESCRIPTORS: *Business Education, Employment Opportunities, *Graduate Study, Higher Education, Interinstitutional Cooperation, *Internship Programs, *Liberal Arts Majors, Program Development, Seminars, Work Experience

This project seeks to continue a Management Studies Semester project which allows undergraduates at liberal arts colleges the opportunity to take a one-semester minor in business administration, including sixteen hours of formal classwork and a five week full-time internship practicum with a business firm. The original goals of the program are to (1) make available to an equal number of male and female liberal arts undergraduates a new path to business careers through academic and experiential learning, (2) see the value of a liberal arts education while preparing for those business needs to which a liberal arts education does not address itself, (3) introduce a new and cost-effective method of business career preparation for no-growth budget institutions, and (4) make available to liberal arts students a new and useful credential, the post-baccalaureate Certificate in Business Administration. The program will be at selected schools in the Associated Midwest Colleges and possibly at selected colleges in the Great Lakes College Association. The project will be evaluated by compiling data on the career related activities of those project participants who graduate from college, in order to determine the impact the program had on their career decisions and the process of getting a job or getting into graduate school. A second evaluation component will be to solicit opinions of the program from students, faculty, and administrators contacted during pre-project campus visits.

CC000311 $61,506 Lewis

Educating the Educators.

PROJECT DIRECTOR: Ayres, Joel
ORGANIZATION: PACE Inst., Inc., Chicago, Ill.
ADDRESS: 2600 South California, Chicago, IL 60608. (312) 927-3840
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Illinois Congressional District Number 22
GRANT: G007803738
PROJECT: 01203
FY78-$61,506 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Cooperation, *Correctional Education, *Correctional Rehabilitation, Job Placement, Personnel Directors, *Program Development, Vocational Counseling, *Vocational Rehabilitation

This project seeks to lessen the eighty percent recidivism at the Cook County (Illinois) Department of Corrections by providing vocational training and counseling to inmates. In cooperation with the Chicago Metro Division of the National Alliance of Businessmen, the project will bring personnel representatives of Chicago-based businesses to the prison to provide inmates with skills for specific jobs in their companies. These personnel directors will participate in four mini-courses designed to improve the inmates' skills in communications, cooperation, conflict management, planning, and decision making. The project will also develop a program using Slow Scan TV which will allow for two-way communication between inmates at the prison and personnel directors in their business offices. The goal of the project is to train some 325 inmates and assist the personnel directors in placing at least fifty of them in jobs. The program also seeks to (1) improve relations between Pace and representatives of private and public employment, (2) improve inmates' job skills, (3) increase the skills and sensitivity of personnel representatives in recognizing the marketable skills of ex-offenders, and (4) develop and disseminate a model program description which can be replicated at other correctional institutions.

CC000312 $59,222 Infante

Program for Adult-Student Success.

PROJECT DIRECTOR: Hubbard, Charlene
ORGANIZATION: Vincennes Univ., Ind.
ADDRESS: 1002 North First Street, Vincennes, IN 47591. (812) 882-3350
ORG TYPE: College/University
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Indiana Congressional District Number 8
GRANT: G007803739
PROJECT: VU 2-78
FY78-$59,222 01-Jul-78 TO 30-Jun-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: July 1, 1978 - June 30, 1981.
DESCRIPTORS: Adults, Ancillary Services, Counseling Programs, Demonstration Projects, Guidance Services, Job Placement, Junior Colleges, *Outreach Programs, *Program Development, *Welfare Recipients

In 1976, Vincennes University (Junior College) received a one-year grant from the Eli Lilly Endowment for a demonstration project to assist welfare recipients to successfully take advantage of educational opportunities and, thereby, reduce the necessity for public assistance. This three-year project will extend and broaden the original project by expanding the target population from a five- to a sixteen-county area, by expanding the services to include a career placement center and a student orientation day, and by expanding on-campus support for welfare students. Procedures include (1) contacting all the welfare directors of the sixteen Indiana counties for information and assistance; (2) publicizing the program through television, radio, newspapers, and a brochure; (3) making home visits to all those who express an interest in the program; (4) testing applicants for aptitudes and interest; (5) providing child care and transportation assistance to those applicants who need them; (6) setting up biweekly meetings and tutorial sessions for adult students; (7) providing placement services for graduates of any of the Vincennes programs; and (8) establishing a model program for replication elsewhere.

CC000313 $56,123 DeMeester

The Institutionalization of the Women's Career Project.

PROJECT DIRECTOR: Wiener, Marilyn
ORGANIZATION: Northeastern Univ., Boston, Mass.
ADDRESS: University College, 360 Huntington Avenue, Boston, MA 02115. (617) 437-2415
ORG TYPE: College/University
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Massachusetts Congressional District Number 9
GRANT: G007804723
PROJECT: 1704
FY78-$56,123 01-Sep-78 TO 31-Aug-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: September 1, 1978 - August 31, 1980.
DESCRIPTORS: *Articulation (Program), Career Change, Career Development, Curriculum Development, Demonstration Programs, *Educational Programs, Females, Higher Education, Job Analysis, Job Placement, *Management Education, Models, Occupational Mobility, School Industry Relationship, *Womens Education

This two-year program seeks to institutionalize and disseminate a program developed at Northeastern University in 1975 to identify, train, and move more women into management and professional positions by persuading employers to include life competencies as well as traditional credentials among their criteria for hiring and promoting. The program was developed in collaboration with ten major corporations, and through its development a new competence assessment model was created, new job-related academic programs were designed, and a new model of job analysis was engendered. The primary objectives of this follow-up project are to refine the models developed in the first phase of the project so that they can be integrated into universities and corportions, prepare the model for dissemination, expand the program so it will become self-supporting, test a new job marketing and placement model, and "write the book" on institutionalization. Procedures include (1) reaching a broad segment of women and additional corporations, (2) developing a screening model for program admission, (3) developing an employer training model to convey the program's rationale and instruments, (4) conducting a job market analysis to identify new vocational opportunities, (5) creating a core curriculum of management courses, and (6) developing a placement model for women trained in high opportunity areas.

CC000314 $227,353 Lewis

A Collaborative University/Trade Union Field-Based Social Science Program.

PROJECT DIRECTOR: Silverman, Bertram
ORGANIZATION: Hofstra Univ., Hempstead, N.Y. Labor Inst. of Applied Social Science.
ADDRESS: 1000 Fulton Avenue, Hempstead, NY 11550. (516) 560-3472
ORG TYPE: College/University
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Wash-

ington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 5
GRANT: G007603218
PROJECT: 61484
FY76-$100,000 01-Jul-76 TO 30-Jun-77;
FY77-$64,785 01-Jul-77 TO 30-Jun-78;
FY78-$62,568 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Adult Education Programs, Guidance Services, Humanities, *Labor Unions, Leadership Training, Program Planning, Released Time, School Industry Relationship, *Social Sciences

This project is an ongoing field-based collaborative university/trade union college program for adult workers in applied social science. The program was designed to increase competencies for participation and leadership in trade unions, the work place, and community life. The program provides cost sharing, released time for study, and field-based projects stressing cooperative team teaching among faculty, practitioners, and union staff. The goal is to provide a more meaningful learning environment and opportunities for full-time study for working adults of diverse ethnic and racial backgrounds. In this, its third year, the project seeks to have various standing committees within the university review the field-based curriculum, paying close attention to the implementation of the students' chosen field research. This review will include (1) identifying areas of study in both District 65 and other related social institutions and establishing the necessary ongoing liaison with the institute, (2) selecting field faculty, (3) developing field-related activities that can be integrated into seminars for each specialty, (4) developing academic faculty participation and integrating these academic areas more fully into the first two years of the program, and (5) developing performance objectives for the students' field and classroom experiences. The program's second third-year goal is to complete the humanities part of the program and to develop the cultural arts program, so as to provide greater opportunities for lifelong learning. The third goal is to develop an integrative union/institute career guidance service.

CC000315 **$144,930** **DeMeester**

College Program Dissemination Project.

PROJECT DIRECTOR: Meier, James
ORGANIZATION: East Harlem Block Schools, New York, N.Y.
ADDRESS: 94 East 111th Street, New York, NY 10029. (212) 722-6350
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 19
GRANT: G007804762
PROJECT: 0515
FY78-$144,930 01-Jul-78 TO 30-Jun-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: July 1, 1978 - June 30, 1981.
DESCRIPTORS: *Child Care Workers, *College Cooperation, *College Credits, Information Dissemination, *Inservice Programs, *Low Income Groups, Program Development, *Working Parents

This project is to assist other community day care and school centers to replicate the inservice competency-based college program developed by East Harlem Block School. This program is unusual in several ways: (1) it is geared to low income working adults with families, especially to single parents, who may have limited education and career opportunities; (2) elementary school and day care professionals, as well as parents, who are tied into full-time jobs and family responsibilities, earn professional credentials through this program; (3) the program involves almost the entire teaching staff and many parents in the learning and support of learning for others; (4) training grows out of goals, needs, and work of the center as well as of the individuals, thus the resultant learning has direct and immediate benefits for the families which the center is serving; and (5) the program is connected to an established college or university and college credits and degrees may be earned. Replication would involve the East Harlem Block School's direct participation in establishing any versions of their college program, even though the actual development of a program would be accomplished by the center itself. This project will directly benefit approximately 400 people in fourteen centers the first year alone, but long range effects, the steady integration of graduates in the work force, are even more promising.

CC000316 **$203,755** **Fullilove**

Replication Manual for a Model Work-Related Reading Program.

PROJECT DIRECTOR: Kimple, James
ORGANIZATION: Jobs for Youth, Inc., New York, N.Y.
ADDRESS: 1831 Second Avenue, New York, NY 10028. (212) 348-3336
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 18
GRANT: G007701647
PROJECT: 70078
FY77-$110,040 01-Jul-77 TO 30-Jun-78;
FY78-$93,715 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: *Arithmetic, Articulation (Program), *Disadvantaged Youth, Job Placement, *Manuals, *Out of School Youth, Program Administration, Reading Development, Reading Instruction, *Reading Programs, Vocational Counseling

The objectives of this project are to develop a manual for replicating the successful Jobs for Youth work-related reading/arithmetic program, designed to serve 100-125 unemployed and disadvantaged out-of-school youths, aged sixteen to twenty-one, and to replicate the program in Jobs for Youth's Boston branch. The manual will include (1) the philosophy of a work-related reading and arithmetic program that provides learning in relationship to the world of work through career awareness, counseling, and vocational placement in real jobs; (2) the management procedures for the administration of the program, detailing the operating procedures, data collection forms, routes of information flow, areas of staff responsibility, data collection deadlines, and reporting forms; (3) the procedures and methods for integrating the educational and vocational programs, including objectives, staff competencies and functions, expected program outcomes, statistics, and recruitment and screening activities; (4) sample activities to illustrate the means for success in counseling, vocational placement, recruitment, and achieving educational goals; and (5) an evaluation plan for ongoing formative assessment and periodic summative assessment. A unique aspect of the Jobs for Youth work-related reading/arithmetic program is its link to the year-round program of vocational counseling and job placement, which enables the organization to offer youths the incentive of a guaranteed first job or higher paying second level job. Other key components of the program are at least five hours a week of intensive reading instruction for each youth, with a meal program for all youth and a weekly allowance for those unemployed; the use of professional reading specialists; the use of work-related materials; and an advisory committee of educators, employers, community leaders, and social service professionals who meet regularly to monitor and advise the program.

CC000317 $44,940 Bernstein

Minority Women in Management Careers.

PROJECT DIRECTOR: Kramer, Pamela E.
ORGANIZATION: New York Polytechnic Inst., N.Y.
ADDRESS: 333 Jay Street, Brooklyn, NY 11201. (212) 643-5540
ORG TYPE: College/University
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: New York Congressional District Number 14
GRANT: G007804636
PROJECT: 80431
FY78-$44,940 01-Sep-78 TO 30-Sep-79
DESCRIPTORS: Asian Americans, Blacks, Counseling Programs, Higher Education, Interinstitutional Cooperation, Internship Programs, *Management Education, *Minority Groups, *Occupational Mobility, Spanish Americans, *Womens Education, Workshops

This project seeks to increase the participation of minority women in professional management careers. This goal is to be accomplished through the cooperative efforts of New York City Community College (NYCCC), Polytechnic Institute of New York, and New York City area business and industrial firms. Annually, thirty-five minority women who have obtained an A.A.S. degree in business from New York City Community College will be able to transfer into a combined B.S. and M.S. program in Social Sciences and Management at Polytechnic Institute, a program which can be completed in less than three years. In this, the first year of the project, staff at both institutions will identify a group of qualified minority students enrolled in business and commerce programs at NYCCC whose aspirations seem unlikely to be fulfilled by their A.A.S. degree. Support services, including personal, vocational, and peer counseling, an orientation to management careers, a mathematics "anxiety" clinic, a problem-solving skills workshop, and an internship in an outside corporation, will be made available to participants during the next three years. Financial aid would be sought for all participants upon transfer to Polytechnic, and Polytechnic plans to offer ten full tuition scholarships.

CC000318 $425,164 Hendrix

Lincoln - Eagleville Masters Program in the Human Services.

PROJECT DIRECTOR: Ershun, Joseph
ORGANIZATION: Eagleville Hospital and Rehabilitation Center, Pa.
ADDRESS: P.O. Box 45, Eagleville, PA 19408. (215) 539-6000, Ext. 330
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Pennsylvania Congressional District Number 19
GRANT: G007603212
PROJECT: 61301
FY76-$142,963 01-Jul-76 TO 30-Jun-77;
FY77-$142,813 01-Jul-77 TO 30-Jun-78;
FY78-$139,388 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Graduate Study, Higher Education, *Human Services, Interinstitutional Cooperation, Learning Modules, *Nontraditional Students, *Paraprofessional Personnel, *Performance Based Education, Program Development, *Special Degree Programs

The purpose of this three-year project is to develop and implement a new non-traditional competency-based Master's Program in the human services. This program will not require a baccalaureate as a condition for admission nor for the awarding of the Master's Degree. This will allow a reservoir of senior human service workers with great potential to go on to professional education who for various reasons had not previously been able to do so. This program is being established in cooperation with Gaudenzia House, a drug treatment facility; the Pottstown, Pennsylvania, Drug Abuse Program; the State of Delaware Drug Agency; and the Pennsylvania State Department of Education. The students, all employees of one of the participating agencies, range in age from twenty-two to sixty years, with the majority in their twenties and thirties. One third are black, many are women, and almost half have recovered from some form of drug or alcohol addiction. The program would receive technical assistance from the College of Human Services in New York City, which has established itself as a center for individualized competency-based learning modules. Joining the techniques of education pioneered by the College for Human Services and the student participants of this program, Eagleville hopes to (1) provide experts in their fields with degrees so that they can obtain better positions, (2) bring the role model motivation approach from treatment to the education of non-traditional people entering professional education, (3) test the adaptability of the College for Human Services learning model, and (4) provide a model for universities to use non-traditionally educated, highly experienced staff as teachers in the human services.

CC000319 $49,166 Stoel

Neighborhood Women's College Program.

PROJECT DIRECTOR: Tichenor, Ellen
ORGANIZATION: Lutheran Social Mission Society, Philadelphia, Pa.
ADDRESS: Lutheran Settlement House, 1340 Frankford Avenue, Philadelphia, PA 19125. (215) RE-9-6041
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Pennsylvania Congressional District Number 3
GRANT: G007804164
PROJECT: 0769
FY78-$49,166 01-Jul-78 TO 30-Jun-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: July 1, 1978 - June 30, 1981.
DESCRIPTORS: Associate Degrees, College Curriculum, *Community Colleges, Community Education, *Disadvantaged Groups, *Interinstitutional Cooperation, Junior Colleges, Manuals, Outreach Programs, *Womens Education

In cooperation with the Community College of Philadelphia, a community-based associate degree program for the working class women of Fishtown-Lower Kensington has been established. These women are hampered in pursuing higher education because of limited mobility, family responsibilities, low income, and cultural factors. Long-range goals of the project include enhanced employability, increased educational status, improved self-concept, effectiveness in community development, and spinoff benefits to families. Program development over the next three years will focus on curriculum development at the preparatory and college levels; expansion of support services to meet aspirational needs of women with associate arts degrees and to provide adequate information and advice concerning educational and career options; and extension of resources and expertise to other institutions of higher learning and to community and women's groups through compilation and publication of manuals and pamphlets describing the program. Short-range goals include (1) conducting a series of re-socialization groups designed to clarify women's goals, (2) establishing a resource library on area schools and special educational and training programs, (3) assisting with financial aid procedures, (4) developing community-based practicums as the basis of an effort to place seventy percent of graduates in community employment, (5) maintaining a consistent enrollment of at least fifty women and keeping the attrition rate below ten percent, (6) recruiting qualified faculty who are interested in community-based education and opportunities for working class people, and (7) developing and pilot testing a preparatory math skills/math anxiety course. Both internal and external evaluation will be conducted.

CC000320 **$57,334** DeMeester

Work Skills Development Through On-Campus Employment.

PROJECT DIRECTOR: Little, Thomas C.
ORGANIZATION: Virginia State Coll., Petersburg. Virginia College Work-Study Program.
ADDRESS: Box 69, Petersburg, VA 23803. (804) 520-6541
ORG TYPE: College/University
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Virginia Congressional District Number 3
GRANT: G007803744
PROJECT: 0124
FY78-$57,334 01-Jul-78 TO 30-Jun-79
NOTE: Total project dollars do not reflect projected monies for continuing years. Project funding period: July 1, 1978 - June 30, 1980.
DESCRIPTORS: Demonstration Programs, Employment Experience, *Employment Programs, Federal Programs, *Interinstitutional Cooperation, Job Analysis, Job Placement, Job Skills, Manuals, Post Secondary Education, *Student Employment, *Work Study Programs

This project is a cooperative effort of five Virginia postsecondary institutions to develop a model student employment program focused on the experiential development of functional work-related skills. The program will use the Federal College Work-Study Program, a program of student financial aid through on-campus employment subsidized with federal funds. The five program components to be developed in the first year are: (1) descriptions of typical on-campus jobs in functional terms, (2) an instrument for quantitatively assessing the functional skills of student workers, (3) a mechanism for matching jobs and students in functional terms, (4) a list of on-campus jobs arranged in functional clusters in increasingly greater skills requirements, and (5) an instrument for evaluating student work performance in terms of efficiency in specific functional skills. Job descriptions will be developed using data collected at the five participating institutions: Old Dominion University, James Madison University, Virginia State College, Radford College, and Lynchburg College. Each job description will consist of a short narrative of job tasks and descriptions of worker functions and worker traits of the job expressed quantitatively. A compendium of typical jobs will be prepared from the descriptions, and the jobs will be arranged in job lattices according to skill levels. During the second project year, model programs will be field tested and evaluated at two postsecondary institutions. The project deliverable will be an operations manual consisting of program materials and instruction for implementation.

CC000321 **$41,964** Hayman

PROJECT PATHWAYS.

PROJECT DIRECTOR: Sugiyama, Alan
ORGANIZATION: Employment Opportunities Center, Seattle, Wash.
ADDRESS: 4726 Rainier Avenue South, Seattle, WA 98118. (206) 725-8200
ORG TYPE: Nonprofit
RESPONSIBLE AGENCY: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
GEOGRAPHIC LOCATION: Washington Congressional District Number 7
GRANT: G007804774
PROJECT: 0545
FY78-$41,964 01-Jul-78 TO 30-Jun-79
DESCRIPTORS: Apprenticeships, *Asian Americans, Community Colleges, Information Dissemination, Job Placement, Junior Colleges, Office Occupations Education, On the Job Training, *Student Recruitment, *Trade and Industrial Education, Vocational Adjustment

This project seeks to offer Asians alternatives to college degrees; increase Asian enrollment in vocational education offered through community colleges, apprenticeship programs, and trade schools; and increase the number of Asians employed in the trades. To accomplish these goals, Pathways will heighten Asian awareness of occupational training as an alternative to academic education and will ease Asian entry into these programs by establishing links with local training sites. Procedures for the program will include (1) disseminating vocational education information through pamphlets, workshops, and visits to high schools and community organizations; (2) recruiting applicants, including screening field trips, counseling, referral, and placement of those students suitable for training programs; (3) training to prepare for entrance exams; (4) training through a mini-program to develop secretarial skills and through a mini-apprenticeship program for jobs in the construction trades; (5) providing employment-related services such as job development, job placement, and employment orientation, all of which will teach self-placement and interviewing skills. Pathways seeks to directly address the educational problems of a neglected population and to increase the percentage of Asians in Seattle's trades.

APPENDIXES

APPENDIX I

Vocational Education Graduate Leadership Programs

VOCATIONAL EDUCATION GRADUATE LEADERSHIP DEVELOPMENT PROGRAMS

ALABAMA (7)*

Auburn University
Auburn, AL 36830
E. L. Kurth
OEG-00-78-03125
Project No. 503AH80025
Congressional District No. 02

CALIFORNIA (9)

UCLA
Los Angeles, CA 90024
Larry Erickson
OEG-00-78-03129
Project No. 503AH80012
Congressional District No. 39

COLORADO (27)

Colorado State University (21)
Ft. Collins, CO 80523
Duane L. Blake
OEG-00-78-03131
Project No. 503AH80041
Congressional District No. 04

University of Northern Colorado (6)
Greeley, CO 80639
Robert Barnes
OEG-00-78-03134
Project No. 503AH80034
Congressional District No. 04

FLORIDA (6)

Florida State University
Tallahassee, FL 32306
Dolores Robinson
OEG-00-78-03130
Project No. 503AH80017
Congressional District No. 02

IDAHO (5)

University of Idaho
Moscow, ID 83843
James Bikkie
OEG-00-78-02943
Project No. 503AH80022
Congressional District No. 01

ILLINOIS (11)

University of Illinois
Urbana, IL 61801
J. M. Slater
OEG-00-78-02942
Project No. 503AH80044
Congressional District No. 21

MARYLAND (6)

University of Maryland
College Park, MD 20742
Donald Maley
OEG-00-78-03128
Project No. 503AH80010
Congressional District District No. 05

MINNESOTA (14)

University of Minnesota
Minneapolis, MN 55455
Jerome J. Moss, Jr.
OEG-00-78-03132
Project No. 503AH80016
Congressional District No. 07

NEBRASKA (7)

University of Nebraska
Lincoln, NB 68508
Hazel Crain
OEG-00-78-03123
Project No. 503AH80004
Congressional District No. 01

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*Numbers in parentheses indicate number of awardees.

NEW JERSEY (7)

Rutgers University
New Brunswick, NJ 08903
Charles Drawbaugh
OEG-00-78-03122
Project No. 503AH80011
Congressional District No. 15

NORTH CAROLINA (6)

North Carolina State University
Raleigh, NC 27607
Joe Clary
OEG-00-78-03127
Project No. 503AH80032
Congressional District No. 04

OHIO (15)

The Ohio State University
Columbus, OH 43210
Aaron J. Miller
OEG-00-78-03133
Project No. 503AH80008
Congressional District No. 15

OKLAHOMA (7)

Oklahoma State University
Stillwater, OK 74074
Lloyd Wiggins
OEG-00-78-03135
Project No. 503AH0029
Congressional District No. 06

OREGON (7)

Oregon State University
Corvallis, OR 97331
Joel Galloway
OEG-00-78-03124
Project No. 503AH80002
Congressional District No. 01

PENNSYLVANIA (6)

Temple University
Philadelphia, PA 19122
Calvin Cotrell
OEG-00-78-02944
Project No. 503AH80042
Congressional District No. 03

TEXAS (5)

East Texas State University
Richardson, TX 75080
Bill Lovelace
OEG-00-78-03118
Project No. 503AH80027
Congressional District No. 04

VIRGINIA (10)

Virginia Polytechnic Inst. & State University
Blacksburg, VA 24061
Samuel Morgan; Daniel Vogler
OEG-00-78-03126
Project No. 503AH80007
Congressional District No. 09

APPENDIX II

Vocational Education Teacher Certification Fellowship Program

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VOCATIONAL EDUCATION TEACHER CERTIFICATION FELLOWSHIP PROGRAM

ALABAMA (5)*

Auburn University (2)
Auburn, AL 36830
E. L. Kurth
J. E. Blackburn
OEG-0-78-03971
Congressional District No. 02

University of Alabama (3)
Birmingham, AL 35294
William Armstrong
OEG-0-78-03974
Congressional District No. 06

ARIZONA (2)

Northern Arizona University (1)
Flagstaff, AZ 86011
Robert E. Wooldridge
OEG-0-78-04107
Congressional District No. 03

University of Arizona (1)
Tucson, AZ 85721
Floyd G. McCormick
OEG-0-78-03961
Congressional District No. 02

ARKANSAS (1)

University of Arkansas (1)
Fayetteville, AR 72701
R. M. Roelss
OEG-0-78-03966
Congressional District No. 03

CALIFORNIA (8)

California State Polytechnic University (1)
Pomona, CA 91768
Lloyd Lark
OEG-0-78-03967
Congressional District No. 35

California State University (3)
Long Beach, CA 90840
Paul A. Bott
OEG-0-78-03964
Congressional District No. 34

California State University (1)
Los Angeles, CA 90032
Robert O. Hahn
OEG-0-78-03963
Congressional District No. 25

California State University (1)
Sacramento, CA 95819
John D. Sellers
OEG-0-78-03969
Congressional District No. 03

San Jose State University (1)
San Jose, CA 95102
Jane Maxwell
OEG-0-78-03968
Congressional District No. 10

University of California (1)
Davis, CA 95616
James Leising
OEG-0-78-03970
Congressional District No. 04

COLORADO (12)

Colorado State University (6)
Ft. Collins, CO 80523
Duane Jensen
OEG-0-78-04094
Congressional District No. 04

University of Northern Colorado (6)
Greeley, CO 80639
Robert F. Barnes
OEG-0-78-03962
Congressional District No. 04

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*Numbers in parentheses indicate number of awardees.

CONNECTICUT (6)

Central Connecticut State College (3)
New Britain, CT 06050
Donald Bennion
OEG-0-78-04092
Congressional District No. 06

St. Joseph College (1)
West Hartford, CT 06117
Marjorie Fallon
OEG-0-78-04241
Congressional District No. 01

University of Connecticut (2)
Storrs, CT 06268
Alfred J. Mannebach
OEG-0-78-04091
Congressional District No. 02

FLORIDA (22)

Florida International University (3)
Miami, FL 33199
Dominic A. Mohamed
OEG-0-78-04089
Congressional District No. 15

University of Florida (1)
Gainesville, FL 22601
Glenna Carr
OEG-0-78-03973
Congressional District No. 02

Florida State University (14)
Tallahassee, FL 32306
Dolores M. Robinson
OEG-0-78-04081
Congressional District No. 02

University of South Florida (1)
Tampa, FL 33620
W. P. Dannburg
OEG-0-78-04090
Congressional District No. 07

University of West Florida (3)
Pensacola, FL 32504
L. H. Perkins
OEG-0-78-04078
Congressional District No. 01

HAWAII (1)

University of Hawaii (1)
Honolulu, HI 96822
Lawrence Zane
OEG-0-78-04079
Congressional District No. 01

ILLINOIS (13)

Chicago State University (1)
Chicago, IL 60628
Edward Rinehart
OEG-0-78-04114
Congressional District No. 05

Illinois State University (1)
Normal, IL 61761
Bernard B. Bernardi
OEG-0-78-4109
Congressional District No. 21

Northern Illinois University (2)
Dekalb, IL 60115
Helen Bruce Winsor
Roy Hulfachor
OEG-0-78-4117
Congressional District No. 15

Western Illinois University (1)
Macomb, IL 61455
Edward Breece
OEG-0-78-04030
Congressional District No. 19

Southern Illinois University (5)
Carbondale, IL 62901
James Lagacy
William Ramp
OEG-0-78-04106
Congressional District No. 24

University of Illinois (3)
Urbana, IL 61801
Marie Vittetoe
Robert B. Tomlinson
OEG-0-78-04108
Congressional District No. 21

INDIANA (3)

Indiana State University (3)
Terre Haute, IN 47809
Maxie R. Campbell
OEG-0-78-03971
Congressional District No. 07

IOWA (17)

Iowa State University (12)
Ames, IA 50011
John Van Ast
Richard I. Carter
OEG-0-78-04074
Congressional District No. 05

University of Iowa (5)
Iowa City, IA 52242
Sarah C. Wolfson
Chet Rzonca
OEG-0-78-04116
Congressional District No. 01

KANSAS (5)

Kansas State University (1)
Manhattan, KS 66502
Gary Green
OEG-0-78-04093
Congressional District No. 02

Emporia State University (4)
Emporia, KS 66801
Virginia Moxley
Ken Hoffman
OEG-0-78-04110
Congressional District No. 05

KENTUCKY (3)

University of Kentucky (3)
Lexington, KY 40506
Elaine F. Uthe
L. C. McDowell
OEG-0-78-04057
Congressional District No. 06

MAINE (4)

University of Southern Maine (4)
Gorham, ME 04038
Arthur O. Berry
OEG-0-78-04059
Congressional District No. 01

MARYLAND (4)

University of Maryland (4)
College Park, MD 20742
Premala E. Brewster
C. Raymond Anderson
Donald Maley
OEG-0-78-04071
Congressional District No. 05

MASSACHUSETTS (3)

Fitchburg State College (2)
Fitchburg, MA 01420
George James
Laurence A. Ovian
OEG-0-78-04070
Congressional District No. 04

Framingham State College (1)
Framingham, MA 61701
Dudley R. Marsh
OEG-0-78-04058
Congressional District No. 04

MICHIGAN (32)

University of Michigan (Flint) (19)
Flint, MI 48503
Ethel M. Smith
OEG-0-78-04060
Congressional District No. 07

Central Michigan University (1)
Mt. Pleasant, MI 48859
Bob Sullivan
OEG-0-78-04029
Congressional District No. 10

Eastern Michigan University (4)
Ypsilanti, MI 48197
Harold Padelford
Ruby Meis
Gerald L. Jennings
OEG-0-78-04073
Congressional District No. 02

Ferris State College (3)
Big Rapids, MI 49307
John R. Doneth
OEG-0-78-04034
Congressional District No. 10

Madonna College (1)
Livonia, MI 48150
Narene Daley
OEG-0-78-04111
Congressional District No. 02

Michigan State University (3)
East Lansing, MI 48824
Harrison Gardner
George W. Ferns
OEG-0-78-04112
Congressional District No. 06

University of Michigan (1)
Ann Arbor, MI 48109
Madge Atwood
OEG-0-78-04032
Congressional District No. 02

MISSOURI (1)

University of Missouri (1)
Columbia, MO 65201
C. R. Weston
OEG-0-78-04072
Congressional District No. 08

NEBRASKA (7)

University of Nebraska-Lincoln (4)
Lincoln, NE 68588
Max Hansen
OEG-0-78-04242
Congressional District No. 01

University of Nebraska-Omaha (3)
Omaha, NE 68182
Carl E. Clous
Verda Rauch
OEG-0-78-04243
Congressional District No. 02

NEW HAMPSHIRE (1)

Keene State College (1)
Keene, NH 03431
Gerald Thomas
OEG-0-78-04038
Congressional District No. 02

NEW JERSEY (2)

Glassboro State College (1)
Glassboro, NJ 08028
Janice F. Weaver
OEG-0-78-04028
Congressional District No. 01

Kean College of New Jersey (1)
Union, NJ 07083
Glenn M. Thatcher
OEG-0-78-04075
Congressional District No. 12

NEW MEXICO (1)

New Mexico Highlands University
Las Vegas, NM 87701
Ronald W. Maestas
OEG-0-78-04033
Congressional District No. 01

NEW YORK (4)

State University of New York (1)
Farmingdale, NY 11735
John Hyde
OEG-0-78-04037
Congressional District No. 03

State University College at Buffalo (1)
Buffalo, NY 14222
Gregory Grey
OEG-0-78-04036
Congressional District No. 37

State University of New York at Utica/Rome (2)
Utica, NY 13502
John Glenn, Jr.
OEG-0-78-04039
Congressional District No. 31

NORTH CAROLINA (1)

North Carolina Agricultural & Technical
State University (1)
Haw River, NC 27252
Miles Eckard
OEG-0-78-04031
Congressional District No. 06

NORTH DAKOTA (2)

Minot State College (1)
Minot, ND 58701
Doris Slaaten
OEG-0-78-04069
Congressional District No. A/L

University of North Dakota (1)
Grand Forks, ND 58201
James Navaro
OEG-0-78-04105
Congressional District No. A/L

SOUTH CAROLINA (1)

Winthrop University (1)
Rock Hill, SC 29733
Robert Kline
OEG-0-78-04065
Congressional District No. 05

TENNESSEE (6)

University of Tennessee (5)
Knoxville, TN 37916
Walter Cameron
Robert Hanson
Joe Reed
John Todd
OEG-0-78-04067
Congressional District No. 02

Memphis State University (1)
Memphis, TN 38152
James Yadon
OEG-0-78-04061
Congressional District No. 08

TEXAS (5)

East Texas State University (1)
Commerce, TX 75428
Darrell Tilton
OEG-0-78-04062
Congressional District No. 04

Southwest Texas State University (2)
San Marcos, TX 78666
Bobby Jarrett
O. L. Dorsey
OEG-0-78-04076
Congressional District No. 10

Texas A & M (2)
College Station, TX 77843
E. C. Fisher
OEG-0-78-04063
Congressional District No. 06

VIRGINIA (10)

Virginia Polytechnic Inst. & State Univ. (4)
Blacksburg, VA 24061
Patrick O'Reilly
Richard Lynch
William Dugger, Jr.
OEG-0-78-04077
Congressional District No. 09

Virginia State College (6)
Petersburg, VA 23803
Martha Dawson
Arvin Van Dyke
OEG-0-78-04066
Congressional District No. 04

WEST VIRGINIA (4)

Marshall University (3)
Huntington, WV 25701
Le Vine Olson
OEG-0-78-04064
Congressional District No. 04

West Virginia Technical Institute (1)
Montgomery, WV 25136
L. S. McKinney
OEG-0-78-03965
Congressional District No. 02

GUAM (1)

University of Guam (1)
Agana, Guam 96910
J. Pelowski
OEG-0-78-04035
Congressional District A/L

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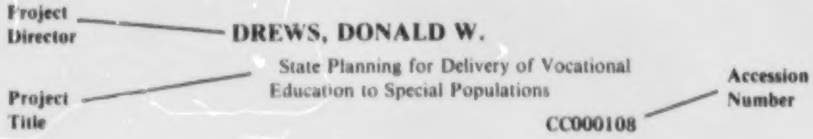
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